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ABSTRACT

This continuing ERIC/CAPS series, entitled Searchlight Plus, consists on two components: first, an in-depth review of cited materials, including prime issues and trends, and implications for helping professionals; and, second, citations from an ERIC computer search on the topic. Series topics are selected in response to user requests. The review section focusses on the role of the counselor as consultant, and offers models, techniques and research in the area of consultation. (Author/BMW)

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THE COUNSELOR AS CONSULTANT

Libby Benjamin, Ph.D.

AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC data base
November 1966 through December 1978

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INTRODUCTORY NOTE

For several years ERIC/CAPS has produced Searchlights--computer searches of the ERIC data base on topics identified as being of major interest and importance by our on-site users and by helping professionals working in the field. The Searchlights have proved to be highly useful as a synthesis of existing documents on a given topic, and we have been pleased to provide them at low cost for persons desiring packaged, instant information in a particular area. This year we have gone one step further.

Choosing the fifteen topics which were in most demand by our ERIC users, we decided to explore in depth the sources revealed in the computer search and identify prime issues and possible trends from the documents, as well as point out the implications of the information for the work of professionals in our field of counseling and personnel services. In so doing we hoped to provide an even more valuable service to those who recognize ERIC as a rich storehouse of information, but who lack the time to examine in detail and analyze the total collection of data.

The fifteen areas chosen for this special treatment are the following:

Career Development: Programs and Practices
Career Resource Centers
Counseling Adults
Counseling the Aging
Counseling the Exceptional: Handicapped and Gifted
Divorce and One-Parent Family Counseling
Evaluation of Counselor Effectiveness
Group Guidance
Mid-Career Change

Preretirement Counseling
Program Evaluation and Accountability
Tests and Testing Programs
The Counselor as Change Agent
The Counselor as Consultant
Violence in the Schools

The computer search is included in each Searchlight Plus as before, but in addition, readers will find an opening narrative which highlights certain documents, identifies issues and trends, and suggests possible implications for the future of guidance and guidance professionals.

We should point out that two of these Searchlight Plus are slightly different from the others. The ones entitled "Mid-Career Change" and "Preretirement Counseling" contain sources from a number of data bases (including ERIC). These particular analyses of the literature were prepared for an international guidance conference and were designed to review sources from as many data bases as possible. Interestingly, however, the most useful informational source in preparing the papers was ERIC, and much overlap was found to exist in the documents brought to light from the many data bases searched.

This explains the difference between our current series Searchlight Plus and the previous series Searchlight. If you find the narrative helpful--more helpful than just the basic search--we would appreciate your telling us so. A major purpose of ERIC is to provide information of genuine value to you, the user.

Garry R. Walz
Director, ERIC/CAPS

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THE COUNSELOR AS CONSULTANT

Libby Benjamin

The traditional role of the counselor as one-to-one helping person with individual students faces ever-increasing challenge. Even today counselors are seeking to defend this role as their unique contribution to educational services and, in so doing, are experiencing mounting frustration in proving their accountability, and near panic as they see their numbers dwindling. Several authors who have watched thoughtfully the growth and changes in the counseling profession over the years (Berdie, 1972; Carkhuff, 1972; Eckerson, 1972; Glasser, 1972; Kehas, 1972; Krumboltz and Thoresen, 1969; Wrenn, 1973; Walz and Benjamin, 1977; Walz, et al., 1978) have stated that counselors need to develop new competencies if they are to continue to be a viable force in the educational process. Arguing that counseling services should be expanded and should impact on larger numbers of people, these writers and many others who are concerned about the perpetuation of the profession urge that counselors learn skills of consultation. By communicating directly with teachers, parents, and administrators, i.e., significant adults in the lives of students, they suggest that counselor consultants can provide indirect services which have the potential of effecting changes in behavior not only in larger numbers of students but also in the persons who request the services.

New competencies a "must"

In light of the attention being given to consultation skills for counselors, we might expect that counselors would seek actively to augment their present role, or even to change it drastically, to include the practice of consultation. We might also anticipate a growing interest in consultation

and a demand for pre- and inservice training in this area. There is some indication that this is true. In a recent survey of counselor needs by the Wisconsin Department of Public Instruction (EJ 169 364) counselors gave high priority to the need for training in consultation. A study of interests and needs of career guidance personnel in Michigan revealed different findings (Walz and Benjamin, 1977). All groups surveyed in Michigan (counselors, principals, counselor educators, directors of guidance) ranked "interest" in consultation skills extremely high (average = 88%) but ranked "need for inservice training" in such skills in the lowest quartile, the counselors themselves assigning the lowest ranking of groups surveyed to this training need.

High interest in consultation

What may we conclude? That counselors in different locations assign varying levels of importance to the need for developing consultation skills? That some counselors think consultation a "good thing" but are reluctant to incorporate it into their routine professional behaviors? That counselors are interested in consultation but believe that they already possess the competencies necessary to perform the tasks associated with it? That those responsible for career guidance at all levels agree that consultation is a viable role for counselors but are unsure about how to provide the training?

Whatever our assumptions, the fact is that counseling in most school settings is still oriented primarily to the routine tasks of scheduling, testing and test interpretation, record-keeping, college advising, and individual therapy sessions for selected students (EJ 048 010, 097 638, 169 364, 177 370). It is clear, too, that this current counselor role is not working.

When budgets are cut, helping services seem to be the most dispensable school function.

All of the literature in this search (with the exception of a single document which decries the value of consultation *per se* and suggests that its only justifiable purpose is to move persons into a counseling relationship [EJ 043 747]) supports the need for and importance of consultation as a necessary role for counselors. Indeed, most of the writers assume this need and devote their attention to role description, models and strategies for effective consultation, and to studies of its efficacy with different kinds of people in varying settings.

Much support for consultant role

Why Resistance to the Consultant Role?

Several factors appear to be blocking the progress of counselors' taking on the role of consultant. One Canadian study (EJ 142 552) revealed that counselors felt inadequately trained in consultation content and skills and therefore ill-prepared to serve as consultants. This lack of preparation is probably due to the fact that "very few counselor education programs offer formal, systematic training" in the competencies required for effective consultation (EJ 156 779, p. 172). The preliminary survey that led to the Canadian study indicated that teachers and principals strongly preferred that counselors pursue the traditional approach of individual contacts with selected problem children, and that these expectations seemed to shape the counselor's role. Additionally, many counselors appear to resist a role change which requires them to be active and outreaching, and cling to the traditional professional image of the receptive, passive counselor,

Lack of preservice training

responsive always to demands of others (EJ 097 638). In many cases administrative support for a counselor role change seems to be a barrier as well (EJ 097 638), and few counselors are willing to risk displeasing authority figures by getting deeply involved with one or a group of teachers or parents when such activity is not reinforced.

A major problem exists even for counselors who believe firmly that consultation should be a part of their role, wish strongly to learn the necessary skills, and actively pursue their desire: The training models to which they are exposed "do not emphasize specific, observable skills that can be readily communicated to counselors" (EJ 169 264, p. 98). Several authors confirm this statement (Szmuck, et al., 1979; EJ 094 390, 156 779, 158 413), some adding that the art and skills of consultation and even its definition are subject to interpretation. With conflicting expectations as to what a consultant does or should do, it can readily be seen that not only might counselors be justifiably reluctant even to attempt to acquire consulting skills, there also might be great difficulty in determining the effectiveness of a counselor's functioning in such a role.

Consultation ill-defined

Role of Counselor as Consultant

Many documents in this search address the topic of the consultant role for counselors, with over one-third of the 145 citations devoted either directly or indirectly to the role of the counselor-consultant at the elementary school level. Discussions range from the need for

new consultation models, with descriptions of ccmpatible consulting postures for elementary counselors (EJ 177 164), through such areas as the nature and process of consultation in public education (EJ 165 365); various programs for working with significant adults (EJ 070 965); descriptions of case studies, models, and specific techniques effective at the elementary level (EJ 002 101, 002 106, 005 214, 005 671, 008 828, 012 973, 016 892, 032 605, 049 301, 052 752, 064 344, 069 375, 070 965, 075 446, 102 362, 142 552; ED 032 554, 067 564); and evaluation of the work of the elementary counselor consultant (EJ 005 671, 064 341). One must assume that the consultant role for counselors, while fairly new at other than the elementary school level, is a "given," since so few authors devote their attention to the need for counselors to assume the role or the rationale for their doing so (EJ 006 446, 053 563, 070 992, 082 512; ED 029 330, 023 130).

Consultant role a "given"

Several authors discuss the conflict that can occur as counselors adopt consulting functions, stressing the need for a clear definition of the role and the tasks associated with it; outlining the difficulties involved in the transition; and describing how the role varies depending upon the context, issues, and individuals with whom the counselor-consultant interacts (EJ 034 194; ED 056 325, 137 716, 155 553). Because they have great potential for affecting the lives of students, particularly at the elementary school level, teachers are a prime interest of counselors who would act as consultants, and an extensive number of documents describe the role of the counselor in helping teachers deal with classroom problems (EJ 012 973, 032 662, 034 194, 034 196, 034 633, 034 637, 066 043, 070 960, 075 521, 076 913, 085 755, 094 390,

Teachers a prime interest

099 011, 099 107, 102 355, 108 924, 142 553, 142 554, 165 365; ED 016 920, 137 716, 141 712). One author suggests that while teachers appear to be far more willing to ask for help from a counselor-consultant in dealing with pupil difficulties than with their own concerns and problems (EJ 034 194), they might be able to perform more effectively if they possess greater self-understanding.

Consultant role with other populations

Also described in these documents is the role of the counselor as consultant to principals and other administrators (EJ 135 723, 153 428, 169 364; ED 089 428), to agencies who are involved with youth (EJ 105 139, ED 057 385), to parents and families (EJ 075 446, 099 167, 102 362, 122 324, 129 111, 134 240, 163 900, 169 364, 177 370; ED 092 838, 128 663), and, finally, to the school system or the organization itself (EJ 038 754, 072 269, 179 025).

Consultant role in higher education

Higher education has not been neglected, and several documents describe how consultation can become an important function for counselors in college or university settings. One author suggests that counselors should be more than care-givers within the university community and should reach out to academic units (EJ 097 653). Another analyzes the degree to which student personnel workers in 200 colleges and universities have adopted the consultant role (EJ 100 676). Still another author discusses how a counselor in a university can improve procedures and practices by acting as consultant to staff in other universities (EJ 123 909). One interesting document focuses on the need for a consultant to counselors themselves to support them in achieving professional identity and in functioning more capably (ED 041 299).

From the number of documents cited here that deal with what the counselor consultant does or should be doing at various public school and university levels, with agencies, in varied settings, and with different groups, it may be seen that role and function have been a consuming interest of those who have studied the field. Clearly, there is need for an accurate definition of the term "consultation" and of the tasks associated with it in differing situations and with specific groups. Discovering commonalities among consultation activities from which guidelines can be derived lessens its awesomeness and helps to make consultation a series of teachable and learnable skills. The reader will find several documents among those cited in which the writers have tried to do just that--to distill the common elements of consultation efforts with specific groups (e.g., teachers) and thus prepare the way for more effective practice and more precise evaluation of practice.

Need for accurate definition

Models, Programs, and Approaches

To this writer a model represents a system of postulates, concepts, and inferences which form a pattern or framework from which one develops goals and objectives, builds activities to achieve the objectives, and establishes an evaluation system to assess outcomes. A program is an integrated series of activities (based on a model, hopefully) designed to reach specific objectives, of varying length, stretching anywhere from a week, to a full academic year, to a four-year college course of study, to an organized K-12 design. An approach, strategy, or technique (and these words are used synonymously) represents a specific tactic used to achieve

Working definitions of terms

one or more objectives within the program. These definitions are presented here to help the reader understand how the documents in this section are organized. Many titles in the literature use the word "model" for what this writer would call a "program" or a "technique," and she has taken the liberty of grouping the documents according to the categories described above.

Models of Consultation

School-based consultation is defined by one author as:

> An interaction between a teacher (or principal, vice principal, etc.) and a school district employee from a mental health discipline which may be initiated either (a) when a teacher requests help, (b) when a principal requests help for a teacher or him/herself, or (c) when a consultant offers to assist a teacher or pupil. The objectives of school-based consultation may be change in pupil behavior or change in teacher behavior or both. The responsibility for outcomes may rest with the teacher or the consultant, and the relationship may or may not be a voluntary one. (Lambert, 1974, pp. 269-270)

Few actual models for school-based consultation will be found in this literature search, but the ones that do appear should provide most valuable information for readers.

Few models in search

Mickelson and Davis (EJ 169 364), for example, present a developmental three-stage process emphasizing a problem-solving approach: Establishing the Relationship, Identifying the Problem, and Facilitating Change. Each stage requires a separate set of observable skills. A "Systematic Eclectic Model for Counseling-Consulting" is offered by Blocher and Rapoza (EJ 070 959), with illustrations of its use in the daily duties of a school counselor. The

Human Development Program by Palomares and Rubini (EJ 080 877) focuses on a developmental model to promote social and emotional growth in children. Conyne and Clack (EJ 125 678) use a three-dimensional "Consultation Intervention Model" to illustrate the potential for broad-based counselor impact within a university campus community. The key dimensions are consultation type, consultation focus, and consultation entry point, and the authors perceive the model as a "conceptual map for proceeding" (p. 416).

While guidelines for action may not be considered a model in the purest sense, still they can form a substantive base for building a program. In Gray's article (EJ 165 635) guidelines are presented which can be of value in establishing a cooperative counselor-consultant relationship with teaching staff. Using the same kind of approach, Lauver (EJ 094 390) offers a set of procedures for initiating an effective teacher-counselor relationship that are applicable in a wide variety of educational settings, and Thompson (ED 032 554) describes steps for counselors to follow in consulting with teachers (ED 032 554). Strickland and Arnn (ED 146 460) have created a handbook which defines "Integrated Consultation" and sets forth goals and strategies for its application, a publication which should be useful to helping professionals desiring a functional consultation model.

Guidelines for developing consulting relationship

Consultation is a process whose main purpose is to effect change--in a person, a group, a system. While the models described above were developed in educational settings and from educational experiences, many of the concepts can be utilized in consultation in any organizational milieu. Theoretical models with more general applicability are also to be found in the literature.

Along these lines Walz and Benjamin (EJ 177 160) describe a systematic strategy for planned change, a seven-step approach extending from the initial phase of "Establishing the Need" to the final stage of providing an ongoing means for "Refining and Renewing" the program, the strategies used, and the requisite human skills. Kurpius (EJ 177 161) suggests that positive outcomes are more likely if consultant and consultee agree on consulting modality. He presents a mini-stage model of the consulting process which can facilitate this understanding. Third-party help to managing conflict, a psychological dilemma familiar to anyone in any setting, is the focus on a model developed by Roark (EJ 178 986). He describes two models for conflict management consultation, with five guidelines for constructive conflict management.

Goal of consultation: change

Leonard (EJ 179 025) attempts to explicate the role of the counselor consultant through an eclectic model which deals with organizational issues and problems, steps in the consultation process, strategies of intervention, and generic consulting tasks. In a most stimulating paper she suggests that "To take on the role of an organizational consultant is to assume one of the most demanding, confusing, exciting, frustrating and powerful roles a counseling psychologist can have" (p. 73).

Programs in Consultation

Programs of a general nature. Attempts to implement changes in the functions of counselors will necessarily impact upon the kinds of services offered and therefore upon the guidance program itself. Change usually occurs slowly, in stages, and one can ascertain from the

literature in this search an encouraging movement toward bona fide counselor role change.

Several documents deal directly with the counselor-teacher consulting relationship. Simons and Davies (ED 057 385) advocate the "teacher-advisor concept," in which teachers become involved in the guidance program by acting as advisors to individual students. The teacher-student relationship is seen as paramount, and the counselor works directly with teachers to help them deal with any problems that may occur. Project ABC in Iowa (EJ 012 973) was designed to build effective learning climates for children by having counselor consultants help teachers identify behavioral needs of all children. In one elementary school counselors not only help teachers to explore their attitudes, feelings, and relationships with students but also conduct group sessions within the classroom (EJ 034 196). Counselors act as resource consultants to teachers in a school system which has established a counseling service in the special education division (EJ 038 754). A middle school has organized for better guidance services by developing a team of twelve teachers and two counselors, which has served to promote, among other positive outcomes, better counselor-teacher communication (EJ 099 107).

Consultant programs for teachers

Other programs have been developed to utilize counselors as consultants to parents and families. The Family Group Consultation service is one such effort (EJ 099 167); another is the three-step program with supplemental activities for consultants to use with parents, described by Carlson and Jarman (EJ 122 324). Broad descriptions of a variety of programs that will be useful to counselor consultants are presented in papers by Ryan (EJ 070 965) and Gorman

Consultant programs for parents

(EJ 142 555), who discuss how counselors can extend their outreach by offering training to faculty and staff in assertiveness, communication skills, human relations, and the like.

Also described in the search are programs which have utilized outside counselor consultants, such as the Field Consultants who operated in a network of school districts to facilitate change and assist with problem-solving and decision-making (ED 089 428). The Field Consultants underwent specialized training before they worked with school personnel, and the impact of their consultation role was measured through client feedback and studies of problems related to implementation of change. Two authors recommend utilizing community mental health specialists as consultants to administrators, counselors, teachers, and parents in a cooperative effort to provide better school services (EJ 135 723, 142 605). The city of Los Angeles recruited personnel from business and industry to act as consultants in the career education program (EJ 080 942), and this "corporation approach" is supported by Barton (EJ 070 748) as an aid to "selling" an educational institution and recruiting the best students available.

Outside consultants

Few documents discuss consultation in higher educational settings, and practically all of these deal with the need for learning consultation skills in preservice counselor education training programs. Exceptions include the campus environmental assessment and consultation program (ED 124 840) developed by the Illinois State University Counseling Center, and the Konplin and Rice paper (EJ 108 924) which advocates that effective use of consultation with faculty has potential for affecting the future development of university counseling services.

Inservice training programs to teach counselors consulting skills are beginning to flourish nationwide. Descriptions and evaluations of a wide variety of inservice education methods for both counselors and teachers are presented in Warner's extensive analysis (ED 016 920). An institution in West Virginia (ED 137 622) has developed a series of six packages of materials for use at various educational levels to train consultants to present career education workshops for other staff. The purpose of the program is to increase the involvement of counselors and teachers in career education.

Inservice training programs

Seven staff development programs focusing on consultation skills for school counselors are part of Georgia's student-needs-based guidance system (ED 153 109) and include knowledge about and training in the consulting process and consulting functions. Randolph (EJ 108 969) describes a workshop model to train practicing counselors to serve as behavioral consultants, and Myrick and Moni (EJ 070 968) strongly support the development of such inservice training workshops as a means of helping counselors to provide a "consultation readiness" and thereby reach more of the students who could benefit from their services.

Described thus far are programs within schools or school districts developed either to revitalize the functioning of the total guidance system by having counselors adopt the role of consultant, or to teach, upgrade, and enhance the consultation skills of staff counselors.

If consulting as a viable and necessary counselor competency is to take hold, it will be necessary that training for the new role be included in counselor preservice education. Counselor

educators thus have the responsibility for acquiring knowledge about consultation and competencies in performing it so that they can train counselors formally and systematically in the requisite skills. Quinn (EJ 165 881) describes specific areas in which counselors need to be trained, and a program of implementing such training. Brown and Jackson (EJ 147 845) analyze three training approaches, including several alternatives that can be useful in helping counselors acquire competencies in consulting. Another training model is also discussed in detail by Dinkmeyer and Carlson (EJ 156 779).

Targeted programs

Programs with a specific focus. While many programs deal broadly with organizational change, staff redeployment, focused skill-training, or role redefinition, others are designed to accomplish discrete and highly specific objectives with special target groups. A number of these will be found in the literature and briefly highlighted here.

1. Consulting with teachers of handicapped children in the mainstream (Westling and Joiner, 1979).
2. Consulting with parents of handicapped children (Burggraf, 1979).
3. Providing preventive interventions to families of very young children (ED 102 801).
4. Reducing disruptive behavior through consultation (EJ 021 886).
5. Consulting with teachers to eliminate out-of-seat behavior (EJ 032 662).
6. Consultation as an effective dimension of childhood sexual development (EJ 072 612).
7. Behavioral consultation and group counseling with potential dropouts (EJ 075 521).

8. Utilizing encouragement methods to improve achievement and attending behavior (EJ 102 355).
9. Using a consulting strategy to effect change with minority students (EJ 122 194).
10. Consulting with teachers to help the underachiever (EJ 114 011).
11. Interpreting test results to parents of problem children (EJ 177 370).
12. Consulting with the effeminate boy (EJ 014 259).
13. Consulting as a means to evaluate the psychological impact of design changes in a dormitory communal dining area (EJ 158 344).
14. Training counselors as consultants to provide more adequate rehabilitation services to clients with catastrophic disabilities (ED 053 398).
15. Consulting procedures focused on designing more desirable futures (EJ 178992), including Futurizing Information and Futurizing Process.

Approaches Used in Consultation

As part of program implementation, specific techniques are employed to achieve desired outcomes. Several documents in this search describe approaches which have been used successfully to facilitate the consultation process and reach particular program goals.

1. Changing student behavior through precise, prescriptive methods and materials, and consulting with teachers and parents (ED 092 838).
2. Improving communication with teachers through role-playing (ED 141 712).

3. Consulting with teachers on "contracts" for behavior management (EJ 034 633).
4. Consulting with teachers about classes as groups (EJ 034 637).
5. Using behavior modification approaches in consulting with teachers (EJ 066 043, 065 678, 070 960, 085 764).
6. Using specific approaches in consulting with parents, including behavior modification (EJ 129 111, 171 242).
7. Observing in the classroom as a desirable dimension of consultation (EJ 070 963, 181 084).
8. Assessing learning styles as part of the consultation process (EJ 072 615).
9. Consulting with staff to implement career education (EJ 142 554).
10. Using reality therapy to alleviate school discipline problems (EJ 142 556).
11. Utilizing the Delphi technique with career education content in consulting with elementary school counselors (EJ 158 418).
12. Analyzing faculty meetings to further consultation activities and evaluation (ED 151 630).
13. Consulting with residence hall staff (EJ 154 722).
14. Forming collaborative dyads in university campus consultation (EJ 177 166).

Research in Consultation

What have we learned from studies of the efficacy of consultation as a role for counselors? Unfortunately, too little research has been conducted as yet, but we do have access to some findings that may be of significance.

Research has shown that consulting with teachers helps to decrease referrals (EJ 182 966); that intensive consultation with teachers achieves more notable results than does limited consultation (EJ 099 011); that parent-teacher consultation is the most effective strategy in modifying classroom behavior (EJ 057 107); that consultation has a significant effect on teachers' perceptions of student behavior (EJ 025 400); that more benefits accrue to children when counselors help teachers to personalize their interactions, and that systematic group counseling sessions with teachers can make a positive impact on the learning environment of children (ED 094 280); and that consulting with principals can change teachers' behavior at staff meetings (EJ 153 428).

Research outcomes

Other findings from research into a number of areas indicate that counselors who are free to build their own approaches choose both counseling and consulting (EJ 037 224). Some recent exploratory research suggests that the consultant's personal characteristics, expertise in the problem area, and skill in establishing a cooperative working relationship are critical to consulting success (EJ 158 413). An interesting study by Mann (EJ 057 597) indicates that accessability to the consultant is inversely related to organizational power! Behavioral counseling seems to have applicability across cultures, probably because the principles are

based on concepts and responses common to human beings in general (EJ 158 407). Pyron (EJ 100 676) surveyed and analyzed the degree to which student personnel workers in 200 colleges and universities have adopted a consultant role. Results show that this role, while a viable one, is currently at a low level of development.

On the less positive side, Lewis' experimental research revealed (EJ 026 550) that groups achieved the greatest gains in schools with no guidance worker.

So--the results are conflicting, and the data presented here are not extensive enough to enable us to draw irrefutable conclusions about the impact of the consulting role for counselors.

Implications for the Counseling Profession

Heightened interest in consultation is exceedingly apparent. The increase in books and journal articles on consultation and the incorporation of consultation skill-training in more and more pre- and inservice staff development programs attest to this fact. Data from recent surveys of counselor needs and wants, and the development of research strategies relevant to consultation effectiveness, lend further support.

Interest increasing in consultation

It is clear from an in-depth study of these ERIC documents that the notion of counselors acting as consultants is not new. As long ago as 1966 two major professional associations (ACES and ASCA) circulated a position paper delineating consulting as one of three major areas of counselor service. It is also very apparent that while concern over counselor role is widespread, counselors themselves are not making a concerted effort to change. Increasingly, the

thinkers in our profession are insisting that counselors take on new roles and functions if they are to be an accountable force in education. Not only do they state that counselors must develop new competencies, they also declare that consultant skills should assume the highest priority.

For years counselors have maintained, and justly so, that what they do makes a difference--albeit in the lives of only a few people. And herein lies the problem. In this age of challenge to education, accountability rests to a large extent on the number of students for whom counselors can provide services. With such a situation, it is only logical for counselors to direct their efforts toward working with teachers and administrators, thereby having indirect influence on many more students. They must now realize that whatever difference they make must be visible and apparent in the lives of many if they are to prove their value in the education process.

Need for broader counselor impact

One thing is very clear: The overriding purpose of counseling is to effect change--therefore, counselors must perceive themselves as change agents and act on that perception. To bemoan the fact that they are inundated with unimportant though necessary tasks and therefore are unable to assume new roles--to change--is to deny their capacity to influence the course of their own lives. Such a posture cannot help but be detrimental to counseling image and to the profession itself.

Nevison (1972) tells the story of two fishermen on a riverbank who noticed a body floating toward them in the current. No sooner had they rescued the person than another body came floating down, then another, and another. Finally one of the fishermen went upstream to see how the people were falling into the water and found that nobody in the party could swim. He told everyone

emphatically to stay out of the water. The other fisherman came along behind and suggested that they train the people in how to swim so that they could take care of themselves if they ever got into deep water again. Counselors face similar situations every day and up to now most of them have done little more than apply artificial respiration.

The real priorities for counselors are not crisis and remedial counseling; rather, they are establishing a widespread and effective guidance program, influencing the school climate, and working closely in a consultant capacity with administrators and teachers to enhance their effectiveness with students (Dinkmeyer and Dinkmeyer, 1978). The consultant role offers counselors a unique opportunity to achieve visibility in the eyes of teachers, parents, administrators, and thus to be valued by those who evaluate their services. This new role also, and more importantly, gives them the chance to provide indirect services for many more students than they have heretofore been able to help.

Consultation a means for broadening outreach

To become consultants does not mean that counselors must abandon all of their traditional and comfortable counseling functions. It does mean, however, that they must be willing to risk learning new skills, changing ingrown attitudes, and working with different populations. A challenge? Indeed, a challenge--an exciting, somewhat scary, creative, growth-producing challenge, but one well worth whatever effort is needed to meet it. For the effective counselor-consultant can virtually re-shape the school environment to create a better, richer world for all who pass through it.

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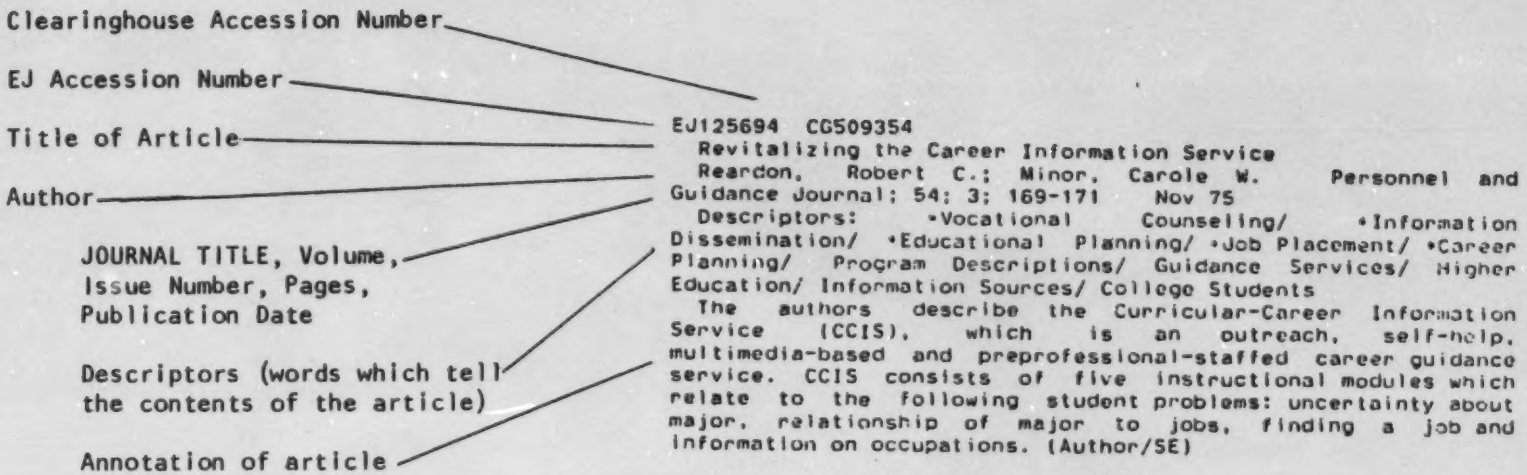
FORMAT OF
CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)


Clearinghouse Accession Number
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Title of Article
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JOURNAL TITLE, Volume, Issue Number, Pages, Publication Date
Descriptors (words which tell the contents of the article)
Annotation of article
EJ125694 CG509354
Revitalizing the Career Information Service
Reardon, Robert C.; Minor, Carole W. Personnel and Guidance Journal; 54; 3; 169-171 Nov 75
Descriptors: *Vocational Counseling/ *Information Dissemination/ *Educational Planning/ *Job Placement/ *Career Planning/ Program Descriptions/ Guidance Services/ Higher Education/ Information Sources/ College Students
The authors describe the Curricular-Career Information Service (CCIS), which is an outreach, self-help, multimedia-based and preprofessional-staffed career guidance service. CCIS consists of five instructional modules which relate to the following student problems: uncertainty about major, relationship of major to jobs, finding a job and information on occupations. (Author/SE)

* Journal articles are available only in the journals cited. The articles are not on microfiche.

Print 17/5/1-145
DIALOG File1: ERIC 66-78/NOV (Item 1 of 145) User1210 7feb79

EJ182966 CG514526
Effects of a School Consultation Program Upon Referral Patterns of Teachers
Ritter, David R.
Psychology in the Schools, 15, 2, 239-42 Apr 78
Reprint Available (See p. vii): UMI
The effects of a school consultation program were reviewed through an analysis of referral patterns of teachers over a seven-year period. The provision of consultation services was found to result in a pattern of decreasing referrals on the part of teachers over time. (Author)
Descriptors: *Consultation Programs/ *Elementary School Counseling/ *Referral/ *Learning Difficulties/ *Behavior Problems/ Research Projects/ Elementary Education

EJ181084 CG514386
A Systematic Approach to Classroom Observation
Davis, Jerry L.; Mickelson, Douglas J.
School Counselor, 25, 5, 336-40 May 78
Reprint Available (See p. vii): UMI
Classroom observations are important in being an effective consultant. A form that enables the counselor to record behaviors of a child was offered as a method of improving the observational skills of counselors. Data recorded on the form provide a base rate of the frequency each behavior occurs. (Author)
Descriptors: *Counselor Role/ *Consultants/ *Systems Approach/ *Classroom Observation Techniques/ *Student Behavior / *Behavior Rating Scales/ Program Descriptions/ Elementary Secondary Education/ Skill Development

EJ181023 CG514325
Expert and Referent Power: A Framework for Understanding and Maximizing Consultation Effectiveness
Martin, Roy
Journal of School Psychology, 16, 1, 49-54 Spr 78
Reprint Available (See p. vii): UMI
Describes consultation as an influence process and, in particular, describes the two forms of social power--expert and referent power--which allow school psychologists or any mental health professional to influence the consultees with whom they work. (Author)
Descriptors: *School Psychologists/ *Consultants/ *Consultation Programs/ *Individual Power/ *Power Structure/ *Program Effectiveness/ State Of The Art Reviews/ Elementary Secondary Education/ Models/ Counselor Role

EJ179025 CG514234
The Counseling Psychologist as an Organizational Consultant
Leonard, Mary Margeret
Counseling Psychologist, 7, 2, 73-6 77
Reprint Available (See p. vii): UMI
The author examines four critical aspects of the eclectic model of organizational consultation: organizational issues, steps in the consultation process, strategies of intervention, and generic consulting tasks. Examples from one hypothetical consultation case are presented to illustrate each of the four aspects of consulting. Training implications are discussed. (Author)
Descriptors: *Counseling/ *Counselor Role/ *Consultants/ *Organizational Development/ *Change Strategies/ *Counselor Training/ State Of The Art Reviews
Identifiers: *Professional Identity

EJ178992 CG514201
Futures Consultation: Designing Desirable Futures
Brubaker, J. Craig
Personnel and Guidance Journal, 56, 7, 428-31 Mar 78
Reprint Available (See p. vii): UMI
As counselor/consultants we can involve individuals in processes to describe their desired life-style and to plan proactively to create a society conducive to their needs. This article outlines a consultation procedure focused towards designing desirable futures. There are two significant parts: Futuring Information and Futuring Process. (Author/JEL)
Descriptors: *Consultation Programs/ *Counseling/ *Futures (Of Society)/ *Social Change/ *Decision Making/ *Information Needs/ State Of The Art Reviews/ Social Indicators/ Values

EJ178986 CG514195
Interpersonal Conflict Management
Roark, Albert E.
Personnel and Guidance Journal, 56, 7, 400-2 Mar 78
Reprint Available (See p. vii): UMI
The difference between constructive and destructive conflicts may be traced to the way in which they are managed. Third-party help is often utilized to achieve constructive conflict management. This article describes two models for conflict management consultation. Five guidelines are given for constructive conflict management. (Author/JEL)
Descriptors: *Counseling/ *Interpersonal Problems/ *Conflict Resolution/ *Problem Solving/ *Consultants/ State Of The Art Reviews/ Models

DIALOG File1: ERIC 66-78/NOV (Item 7 of 145) User1210 7feb79

EJ177370 CG514047
Interpreting Test Results with the Parents of Problem Children
Wandler, Joseph
School Guidance Worker, 33, 4, 35-8 Mar 78
This model analyzes the role of the school psychologist. This role has become a consultation model. Parents share ideas and knowledge, about the child, with the school psychologist and parent contacts. (MFD)
Descriptors: *Counselor Role/ *Psychological Services/ *Consultants/ *Parent School Relationship/ *Parent Participation/ *Test Interpretation/ Models/ School Psychologists/ Elementary Secondary Education/ Professional Services/ Foreign Countries
Identifiers: *Canada

EJ177166 CG513842
University Campus Consultation Through the Formation of Collaborative Dyads
Westbrook, Franklin D.; And Others
Personnel and Guidance Journal, 56, 6, 359-63 Feb 78
Reprint Available (See p. vii): UMI
This dyadic consulting model promotes a collaberative relationship among persons having responsibility in different community areas. The university is the setting for a consulting agreement between the counseling center and residence halls. A primary committee goal is proaction. A proactive program allows selective goals enhancing professional development. (Author/MFD)
Descriptors: *Staff Improvement/ *Consultation Programs/ *Counselor Role/ *Guidance Centers/ *Higher Education/ *Program Development/ Dormitories/ Models
Identifiers: *Proaction

EJ177165 CG513841
Collaborative Consultation in the Secondary Schools
Carrington, Dan; And Others
Personnel and Guidance Journal, 56, 6, 355-8 Feb 78
Reprint Available (See p. vii): UMI
This model of consultation is a process of highly structured consensus for decision making. The consultant provides a framework for generating plans and solutions. The weakest link in consultation appears to be research and evaluation. Infusing consulting interns and university professors into internal operations will result in better evaluation and training. (Author/MFD)
Descriptors: *Consultation Programs/ *Counselor Role/ *Problem Solving/ *Training Objectives/ *Evaluation Methods/ *Secondary Education/ *Research Problems/ Models/ Decision Making

EJ177164 CG513840
Consultation, School Interventions, and the Elementary Counselor
Aubrey, Roger F.
Personnel and Guidance Journal, 56, 6, 351-4 Feb 78
Reprint Available (See p. vii): UMI
Public Act 94-142 will have a profound effect on education. There will be a need for new consultation models. This article presents four consulting postures which are seen as desirable and compatible for counselors' use. They present unique issues to be investigated in light of future trends. (Author/MFD)
Descriptors: *Consultation Programs/ *Counselor Role/ *Legislation/ *Futures (of Society)/ *Educational Trends/ *Elementary School Counselors/ Intervention/ Models/ Problem Solving/ Elementary Education
Identifiers: *Public Act 94 142

EJ177163 CG513839
Behavioral Consultation: Theory and Process
Russell, Michael L.
Personnel and Guidance Journal, 56, 6, 346-50 Feb 78
Reprint Available (See p. vii): UMI
This model examines the theory, clinical process, and intervention techniques of behavioral consultation in educational and medical settings. Behavioral consultation requires empirical validation of intervention. It also holds the counselee accountable for consultations. The consultant has many techniques, but must be sensitive to interaction between consultant, counselee and client. (Author/MFD)
Descriptors: *Interaction/ *Consultation Programs/ *Behavioral Counseling/ *Accountability/ *Reliability/ *Education Service Centers/ *Medical Services/ Theories/ Intervention/ Behavioral Science Research/ Problem Solving/ Validity

EJ177162 CG513838
The Role of the Consultant: Content Expert or Process Facilitator?
Schein, Edgar H.
Personnel and Guidance Journal, 56, 6, 339-43 Feb 78
Reprint Available (See p. vii): UMI
This triad of consulting models identifies the assumption upon which each rests. The consultant with adequate knowledge and self-insight will understand which model is appropriate to a given situation. The three models include: (1) purchase of expertise; (2) doctor-patient role; and (3) consultation process for problem solving. (Author/MFD)
Descriptors: *Consultants/ *Counselor Role/ *Problem Solving/ *Models/ *Task Performance/ *Role Perception/ Skills/ Complexity Level/ Consultation Programs

EJ177161 CG513837
Consultation Theory and Process: An Integrated Model
Kurpius, DeWayne
Personnel and Guidance Journal, 56, 6, 335-8 Feb 78
Reprint Available (See p. vii): UMI
The purpose of consultation is to help other workers to become more efficient and effective. The consulting process is described in nine stages. Positive outcomes are likely if counselee and consultant agree on consulting modality. Consulting models can help support consultation in the work environment. (Author/MFD)
Descriptors: *Consultants/ *Counselor Role/ *Formative Evaluation/ *Objectives/ *Therapeutic Environment/ *Counseling Effectiveness/ Models

EJ177160 CG513836
A Change Agent Strategy for Counselors Functioning As Consultants
Walz, Garry R.; Benjamin, Libby
Personnel and Guidance Journal, 56, 6, 331-4 Feb 78
Reprint Available (See p. vii): UMI
This model shows that counselors may be active leaders in change agentry by acquiring new skills, and by applying a systematic strategy for planned change. Targets for change in student guidance services include: (1) counselor assessment of attitudes toward change; (2) helping clients change their environment; and (3) defining guidance service goals. (Author/MFD)
Descriptors: *Change Strategies/ *Consultants/ *Counselor Performance/ *Guidance Counseling/ *Skill Development/ *Change Agents/ Intervention/ Models/ Student Needs/ Leadership/ Objectives

EJ177159 CG513835
Toward a General Theory of Consultation
Blake, Robert R.; Mouton, Jane Srygley
Personnel and Guidance Journal, 56, 6, 328-30 Feb 78
Reprint Available (See p. vii): UMI
Consultation needs a sound basis for an integration of its parts in order to become a scientific discipline. Help givers have concentrated on specializing to the detriment of solidarity of consultation. Studying and evaluating consultation behavior results in a coherent and systematic basis for a consultation theory. (Author/MFD)
Descriptors: *Intervention/ *Behavior/ *Specialists/ *Counselor Performance/ *Consultation Programs/ Theories/ Problem Solving/ Models/ Diagnostic Teaching/ Performance Factors

EJ171242 CG513457

The Elementary School Counsellor-Consultant and the Family
Axford, B. Marion
School Guidance Worker, 33, 2, 36-42 Nov 77
States the need for school counselors to focus in on consulting with parents and presents the author's successful efforts with parenting groups. (Author)
Descriptors: *Elementary School Counselors/ *Counselor Role/ *Consultants/ *Parent Counseling/ Elementary Education/ Counseling Programs/ State Of The Art Reviews

EJ169364 CG513318
A Consultation Model for the School Counselor
Mickelson, Douglas J.; Davis Jerry L.
School Counselor, 25, 2, 98-103 Nov 77
Reprint Available (See p. vii): UMI
Many authors have suggested that counselors deemphasize the one-to-one model of counseling students and increase personal contacts with teachers, parents and administrators. This article presents a model that emphasizes a problem-solving process for conducting such consultation interviews. (Author)
Descriptors: *Counseling Programs/ *Counselor Role/ *Consultation Programs/ *Consultants/ *Helping Relationship/ Elementary Secondary Education/ Models/ Program Descriptions

EJ165881 EA508957
Training Counselors for Today's World
Quinn, Tom
NASSP Bulleting, 61, 410, 54-60 Sep 77
Describes the areas in which a counselor-consultant needs to be trained and a program for implementing such a training program. The counselor-consultant can provide coordinated consultant services for administrators, teachers, counselors, aides, volunteers, parents, and students. (Author/IRT)
Descriptors: *Counselor Training/ *Counseling Services/ *Counselor Role/ *Consultation Programs/ Guidance Programs/ Consultants/ Secondary Education

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EJ165635 CG512937
The Counselor and the Teacher: The Consultant Relationship
Gray Jr., Donald D.
Journal of the International Association of Pupil Personnel Workers, 21, 4, 166-168 Sep 77
Guidelines are suggested which may be of value in establishing a cooperative counselor-consultant relationship with the teaching staff. These guidelines are not original, but they are a combination of points on how to get along with others, principles of leadership, and common sense. (Author)
Descriptors: *Consultants/ *Interprofessional Relationship/ *Teacher Role/ *Counselor Role/ *Interinstitutional Cooperation/ State Of The Art Reviews/ Elementary Secondary Education

EJ165365 AA526821
The Effective Use of Consultative Services in the Schools
Rawlyk, Shirley
Education Canada, 17, 2, 9-13 Sum 77
Reprint Available (See p. vii): UMI
Discusses the nature and the process of consultation in public education. (Editor/RK)
Descriptors: *Consultation Programs/ *Counselor Role/ *Program Content/ *Elementary Secondary Education/ *Child Development Specialists/ Student Behavior/ Educational Diagnosis

EJ163936 CG512766
Transactions Between Consultants and Clients: A Taxonomy
Barber, William H.; Nord, Walter
Group and Organization Studies, 2, 2, 198-213 Jun 77
Reprint Available (See p. vii): UMI
A rudimentary contingency model for analyzing transactions between clients and consultants is presented. Independent variables are "healer roles" taken by consultants, influence orientation and cognitive style of clients, and type of change problem. (Author)
Descriptors: *Consultants/ *Helping Relationship/ *Interaction Process Analysis/ *Counselor Role/ *Counseling Effectiveness/ Intervention/ State Of The Art Reviews/ Models/ Change Strategies

EJ163900 CG512730
An Educational Model of Family Consultation
Buckland, Clare M.
Journal of Marriage and Family Counseling, 3, 3, 49-56 Jul 77
This approach to working with families under stress recognizes the family as a system interacting via communication patterns among its own members and within a larger context of peers, neighbors, school, work, and community agencies. Presented to the Canadian Guidance and Counseling Association, June 1975 at Vancouver, British Columbia. (Author)
Descriptors: *Family Relationship/ *Stress Variables/ *Interaction Process Analysis/ *Counselor Role/ *Helping Relationship/ *Consultation Programs/ Models/ Total Communication/ Crisis Therapy

EJ162422 EC093093
Summer Program for Parents of Mentally Retarded Children
Haley, Jana R.; Bowers, Norman E.
Education and Training of the Mentally Retarded, 12, 1, 62-4 Feb 77
Descriptors: *Mentally Handicapped/ *Military Personnel/ *Family Counseling/ *Vacation Programs/ *Consultants/ Foreign Countries/ Program Descriptions/ Family Attitudes/ Group Counseling/ Preschool Education/ Elementary Secondary Education

EJ158418 CG512284
Career Consulting: Utilizing the Delphi Technique with Career Education Content
Sklare, Anita R.
Elementary School Guidance and Counseling, 11, 4, 309-315 Apr 77
The author describes how utilization of the Delphi technique with career education content enables elementary school counselors to effectively involve other school personnel in career guidance activities. (Author/HLM)
Descriptors: *Goal Orientation/ *Counseling Goals/ *Consultation Programs/ *Career Education/ *Interinstitutional Cooperation/ *Interprofessional Relationship/ Elementary Education/ Program Descriptions/ Elementary School Teachers/ Counselor Role
Identifiers: *Delphi Technique

EJ158413 CG512279
Critical Incidents in Consultation
Hansen, James; Himes, Bonnie
Elementary School Guidance and Counseling, 11, 4, 291-295 Apr 77
Consultation is primarily a problem-solving process. This exploratory research suggests that the consultant's expertise in the problem area, personal characteristics, and the skill to establish a cooperative working relationship are the most critical behaviors for success. (Author)
Descriptors: *Consultation Programs/ *Critical Incidents Method/ *Interprofessional Relationship/ *Elementary School Teachers/ *Interaction Process Analysis/ *Counselor Role/ Research Projects/ Consultants/ Elementary Education

EJ158407 CG512273
Effectiveness of Behavior Counseling and Consulting with Non-Western Elementary School Children
Moracco, John; Kazandkian, Alice
Elementary School Guidance and Counseling, 11, 4, 244-250 Apr 77
Behavioral counseling and consulting may be less value laden than other orientations to changing behavior. It appears the principles of behavior modification are not as directly derived from a particular culture as other orientations may be; then behavioral counseling and consulting have definite applicability across different cultural settings. (Author)
Descriptors: *Counseling Effectiveness/ *Behavioral Counseling/ *Helping Relationship/ *Counselor Role/ *Consultation Programs/ *Cultural Factors/ Research Projects/ Elementary School Students/ Elementary Education
Identifiers: *Lebanon

EJ158344 CG512210
Consultation in Environmental Psychology: A Case Study of a New Counseling Role
Holahan, Charles J.
Journal of Counseling Psychology, 24, 3, 251-254ar May 77
This paper discusses a case study of consultation to evaluate the psychological impact of design changes in the communal dining area of a high-rise dormitory. Results indicated design changes were highly successful in terms of improving the opportunity for social contact, increasing privacy, and diminishing the overall institutional appearance. (Author)
Descriptors: *Counselor Role/ *Environmental Influences/ *Helping Relationship/ *Dormitories/ *Educational Environment/ *Consultation Programs/ Case Studies/ Research Projects/ College Students
Identifiers: *Environmental Psychology

EJ156779 CG512116
Consulting: Training Counselors to Work with Teachers, Parents, and Administrators
Dinkmeyer, Don; Carlson, Jon
Counselor Education and Supervision, 16, 3, 172-176 Mar 77
Practicing counselors and researchers are realizing the value of consulting with teachers, parents, and administrators. Counselor educators need to begin to train counselors formally and systematically in these skills. This article presents one training model in detail. (Author)
Descriptors: *Counselor Training/ *Training Techniques/ *Performance Based Education/ *Consultation Programs/ *Counselor Role/ *Change Agents/ Higher Education/ Models/ Program Descriptions

EJ154722 CG511957
Reflections on Mental Health Consultation to Residence Hall Personnel
Pierce, Robert A.; Schwartz, Allan J.
Journal of College Student Personnel, 18, 2, 128-131 Mar 77
This article describes five lessons learned from the authors' experiences in consulting with residence hall staff. The lessons are: (a) meet the client's needs; (b) negotiate the contract carefully; (c) use crises for growth and change; (d) use structured consultation; and (e) tie research to the client's needs. (Author)
Descriptors: *Resident Assistants/ *Helping Relationship/ *Counselor Role/ *Counselor Evaluation/ *Counseling Effectiveness/ *Higher Education/ *Consultation Programs/ State Of The Art Reviews/ College Students

EJ153428 CG511850
The Effects of Preventive Consulation with Elementary School Principals on Changing Teacher Staff Meeting Behaviors
Carr, Rey Alexander
Canadian Counselor, 10, 4, 157-165 Jul 76
Consultee-centered consultation with elementary school principals about staff meetings was shown to have a significant impact on changing teacher behaviour at staff meetings towards more effective group inter-action. This study provides experimental evidence of the value of consultation processes in the schools and outlines the techniques used by the consultant. (Author)
Descriptors: *Behavior Change/ *Teacher Behavior/ *Consultation Programs/ *Teacher Administrator Relationship/ *Interaction Process Analysis/ *Counselor Role/ Elementary Education/ Research Projects/ Reactive Behavior/ Helping Relationship/ Elementary School Teachers

EJ147845 CG511346
The New Professional--The Counselor/Consultant
Brown, Alexander L.; Jackson, Dennis N.
Journal of Non-White Concerns in Personnel and Guidance, 5, 1, 41-44 Oct 76
Analyzes three approaches that facilitate and maximize the growth potential of this emergent professional. Included are a number of viable training alternatives for the counselor/consultant. (Author)
Descriptors: *Consultants/ *Counselor Functions/ *Counselor Training/ *Professional Training/ State Of The Art Reviews/ Higher Education/ Minority Groups

EJ142605 CG510584
A Cooperative Effort: That's the Key
Greer, Richard M.
School Counselor, 23, 5, 362-364 May 76
Counselors are the mental health specialists in the schools, according to the author. As such, they should call upon the community's mental health services in an effort to provide better school services through a cooperative effort. (Author/HMV)
Descriptors: *Counseling Programs/ *School Community Cooperation/ *Community Health Services/ *Pupil Personnel Services/ *Consultation Programs/ *Counselor Functions/ Counselors/ Elementary Secondary Education/ Program Descriptions/ Rural Schools

EJ142556 CG510527
Can the Counsellor Improve School Discipline?
Palmatier, Larry L.
School Guidance Worker, 31, 6, 41-45 Jul 76
The author discusses the use of reality therapy to alleviate discipline problems in the school. The counselor's role in the application of such an approach is discussed. (EJT)
Descriptors: *Counselor Role/ *Staff Utilization/ *Discipline/ *Role Perception/ *Consultants/ Program Descriptions/ Elementary Secondary Education
Identifiers: *Reality Therapy

EJ142555 CG510526
A Challenging Role for the School Counsellor
Gorman, Betty
School Guidance Worker, 31, 6, 37-39 Jul 76
The author describes programs at her school designed to extend the outreach of counseling services. Programs for human relations, assertive training, relaxation training and communications skills are described briefly. (EJT)
Descriptors: *Counselor Role/ *Consultants/ *Communication (Thought Transfer)/ *Individual Development/ State Of The Art Reviews/ Elementary Secondary Education/ Program Descriptions/ Role Perception

EJ142554 CG510525
"We Had No Place Else To Go"
Pappas, Ernie
School Guidance Worker, 31, 6, 33-35 Jul 76
The author asserts that school counselors should involve the teaching staff in counseling functions. He describes how he worked with the English department and other staff members at his school to implement career education. (EJT)
Descriptors: *Counselor Role/ *Role Perception/ *Staff Utilization/ *Consultants/ *Innovation/ *Career Education/ State Of The Art Reviews/ Professional Services/ Elementary Secondary Education

EJ142553 CG510524
The Emerging Role of the School Counsellor--Teacher, Trainer, and Innovator
Eardley, Ben
School Guidance Worker, 31, 6, 28-31 Jul 76
This article describes ways the counselor can extend his/her effectiveness by involving other staff in counseling activities. The author conceives of a counselor who is essentially a teacher trainer and innovator. (Author/EJT)
Descriptors: *Counselor Role/ *Role Perception/ *Innovation/ *Consultants/ *Professional Services/ *Staff Utilization/ Elementary Secondary Education/ Educational Innovation

EJ142552 CG510523
Creating Stronger Swimmers: The Counsellor-Consultant in the Elementary School
Merchant, David F.
School Guidance Worker, 31, 6, 22-26 Jul 76
The developmental model utilized by a counselor acting as consultant is suggested as the most appropriate role for the elementary school counselor. The consultant role is discussed in some detail. (EJT)
Descriptors: *Counselor Role/ *Consultants/ *Elementary School Counselors/ *Developmental Guidance/ *Credibility/ State Of The Art Reviews/ Professional Personnel/ Program Descriptions

EJ135723 CG510000
Community Mental Health Consultants in Schools
Passons, William R.
School Counselor, 23, 4, 275-280 Mar 76
The role of community mental health consultants in schools is discussed. Consultants can provide feedback to administrators and teachers about changes in school programs; can consult with counselors about problem students; and can help parents to understand better the problems of their children. (SE)
Descriptors: *Community Programs/ *School Community Relationship/ *Consultants/ *School Personnel/ *Mental Health/ State Of The Art Reviews/ Behavior Problems/ Parent Child Relationship/ Counselor Role/ Elementary Secondary Education

EJ134324 CG509951
Contribution of Adlerian Psychology to School Consulting
Dinkmeyer, Don; Dinkmeyer, Don, Jr.
Psychology in the Schools, 13, 1, 32-38 Jan 76
The failure to consult effectively with teachers is often due to a lack of understanding the purpose of behavior. Specific propositions basic to understanding behavior are presented. A transcript which clearly illustrates and critiques Adlerian consultation is included. Specific steps in the consultant process are included. (Author)
Descriptors: *Consultation Programs/ *Pupil Personnel Workers/ *Teacher Participation/ *Behavior Change/ *Counseling Theories/ Models/ Consultants/ State Of The Art Reviews/ Child Development Specialists
Identifiers: *Alfred Adler

EJ134240 CG509866
Indirect Treatment of Children Through Principle-Oriented Parent Consultation
Wright, Logan
Journal of Consulting and Clinical Psychology, 44, 1, 148 Feb 76
Twenty-two mothers participated in a principle-oriented consultation group and then answered a number of questionnaires before and after consultation. Data show that the experimental group differed significantly from the control group on 13 out of 16 variables after consultation. (SE)
Descriptors: *Changing Attitudes/ *Behavior Change/ *Consultation Programs/ *Parent Child Relationship/ *Group Counseling/ Questionnaires/ Mothers/ Children/ Research Projects

EJ129111 CG509568
Parental Consultation: A Behavioral Approach
Brown, Duane; Brown, Sandra
Elementary School Guidance and Counseling, 10, 2, 95-101 Dec 75
This article describes the first session of behavioral parental consultation. The session is broken down into six parts: rapport building, structuring, information taking and diagnosis, explaining behavioral principles, reexamining behavior, and goal setting and selection of techniques. Steps to be taken after the first session are discussed briefly. (SE)
Descriptors: *Behavioral Counseling/ *Parent Counseling/ *Reinforcement/ *Behavior Problems/ *Consultation Programs/ Elementary Education/ Parent Child Relationship/ Children/ Change Strategies/ State Of The Art Reviews

EJ125678 CG509338
The Consultation Intervention Model: Directions for Action
Conyne, Robert K.; Clack, R. James
Journal of College Student Personnel, 16, 5, 413-416 Sep 75
A three-dimensional Consultation Intervention Model is used to illustrate the potential for broad-based counselor impact within a university campus community. Based upon community mental health principles, consultation is described as a complex but efficient function whereby counselors may maximize the scope of their interventions. (Author)
Descriptors: *Models/ *Consultants/ *Counselor Functions/ *Professional Services/ Systems Approach/ Higher Education/ Human Resources/ Role Theory/ Outreach Programs/ Student Personnel Services

EJ123909 CG509155
Intra-University Consultants: An Unused Resource
Aiken, James L.; And Others
NASPA Journal, 12, 4, 234-239 Spr 75
Most institutions, large or small, have resource persons on campus who can contribute to improving services and programs through a consultation arrangement. This article describes the experiences of a staff psychologist who was appointed as a consultant to the Dean of Students at the University of Texas. (Author/HMV)
Descriptors: *Student Personnel Programs/ *Consultation Programs/ *Counseling Services/ *College Deans/ *College Administration/ Program Descriptions/ Higher Education/ Professional Personnel/ Consultants

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EJ123799 CE503752
Developing Women's Resources
Broad, Mary L.
Training and Development Journal, 29, 9, 6-9 Sep 75
The problem of developing women's resources in an organization raises special questions and issues for consideration, particularly in the entry, diagnosis, and response and closure steps of the consulting process for the HRD consultant. (Author/BP)
Descriptors: *Females/ *Consultants/ *Human Resources/ *Counselor Functions/ *Organizational Development/ Equal Opportunities (Jobs)/ Sex Discrimination
Identifiers: Human Resource Development/ HRD

EJ122324 CG509052
Parent Consulting: Developing Power Bases and Helping People
Carlson, Jon; Jarman, Maureen
Psychology in the Schools, 12, 3, 358-364 Jul 75
School counselors can create power bases and have a significant impact upon the surrounding community through work with parents. A three-step program is presented along with supplemental practical activities for consultants to use in working with parents. (Author)
Descriptors: *Parent Workshops/ *Consultation Programs/ *Counselor Functions/ *Human Resources/ State Of The Art Reviews/ Parent Education/ Parent Child Relationship/ Family Relationship

EJ122194 CG508922
Consulting: Affecting Change for Minority Students
Atlas, John W.
Journal of Non-White Concerns in Personnel and Guidance, 3, 4, 154-160 Jul 75
Discusses the efficacy of the consulting strategy for working with minority students and gives specific suggestions as to how it may be effectively employed. (Author)
Descriptors: *Minority Groups/ *Consultants/ *Counselor Functions/ *Counselor Role/ Professional Personnel/ State Of The Art Reviews/ Counseling Effectiveness

EJ114011 CG508442
The Underachiever and Teacher Consultation: A Case Study
Dowd, E. Thomas; Moerings, Bette J.
School Counselor, 22, 4, 263-265 Mar 75
Underachieving isolated students can be found in all schools, and can provide a good opportunity for counselors to demonstrate the value of teacher consultation. (Author)
Descriptors: *Counselor Role/ *Underachievers/ *Consultation Programs/ *Behavior Change/ *Teacher Role/ Case Studies/ Academic Achievement/ Elementary Secondary Education

EJ108969 CG508203
Training the Counselor as a Behavioral Consultant: A Workshop Model
Randolph, Daniel Lee
Counselor Education and Supervision, 14, 2, 147-150 Dec 74
In an attempt to change the teacher's behavior toward all children rather than to modify the behavior of problem children, this workshop model for training counselors to serve as behavioral consultants to teachers has been developed. (Author/PC)
Descriptors: *Workshops/ *Counselor Training/ *Counselor Functions/ *Consultants/ *Behavioral Objectives/ Program Descriptions/ Teacher Behavior

EJ108924 CG508158
Consulting With Faculty: Necessary and Possible
Kopplin, David A.; Rice, Louis C.
Personnel and Guidance Journal, 53, 5, 367-372 Jan 75
Authors offer examples of counseling agency consultation with faculty individuals and groups. They identify and evaluate conditions that inhibit consultation as well as circumstances that facilitate it, with the view that effective use of consultation may affect the future development of university counseling services. (Author)
Descriptors: *Counseling Services/ *Consultation Programs/ *Universities/ *Faculty/ *Counselor Functions/ State of the Art Reviews/ Program Improvement/ Student Problems

EJ105139 UD503199
Coming Together: Consultation With Young People
Gordon, James S.
Social Policy, 5, 2, 40-52 Jul-Aug 74
This account of the author's service as a consultant to groups that provide "alternative social services" for young people presents first a historical perspective, then a brief sketch of two alternative service projects he has worked with, and finally an actual description of his work as a consultant. (JM)
Descriptors: *Consultation Programs/ *Youth Programs/ *Counseling Programs/ *Social Services/ *Psychiatric Services/ Consultants/ Guidance Programs/ Youth Problems/ Adolescents/ Mental Health

EJ102362 CG507627
Consulting--A Potpourri?
Brosseau, John
Canadian Counsellor, 7, 4, 259-267 Oct 73
This paper explores the role of consulting in elementary school counseling. In particular, consulting with teachers and parents is reviewed, as well as the efficacy of consulting. A consulting model developed by Caplan in the field of mental health is presented as a comprehensive consulting model which may be of use to elementary school counselors. (Author)
Descriptors: *Elementary School Counseling/ *Consultation Programs/ *Consultants/ *Models/ *Counselor Role/ State of the Art Reviews/ Counseling Services

EJ102355 CG507613
The Encouragement Process in Guidance: Its Effect on School Achievement and Attending Behavior
Hillman, Bill W.; Shields, Frank L.
Canadian Counsellor, 8, 1, 37-45 Jan 74
Illustrates how a counselor in his teacher-consultation role was able to model in the classroom the use of encouragement methods to improve the achievement and attending behavior of a seventh grade student. The author describes the specific procedures which were used and provides data to evaluate the result. (Author)
Descriptors: *Counselors/ *Motivation/ *Achievement/ *Behavior Change/ *Consultants/ Research Projects/ Case Studies (Education)/ Counselor Role/ Students

EJ100676 CG507427
The Consultant Role as an Organizational Activity of Student Personnel Workers
Pyron, Tom
Journal of College Student Personnel, 15, 4, 265-270 Jul 74
This study surveyed and analyzed the degree to which student personnel workers in 200 colleges and universities have adopted a consultant role. The results suggest that this role is a viable one for student personnel but that it is currently at a low level of development. (Author)
Descriptors: *Student Personnel Workers/ *Consultants/ *Consultation Programs/ *Counselor Role/ *Role Theory/ Professional Services/ Human Resources

EJ099167 CG507386
Family Group Consultation: Adjunct to a Parent Program
McWhirter, J. Jeffries; Kincaid, Marylou
Journal of Family Counseling, 2, 1, 45-48 Spr 74
Presents a description of Family Group Consultation and its application to a parent program. Discusses structure, issues and value of the model. (Author)
Descriptors: *Family Programs/ *Group Counseling/ *Consultation Programs/ *Communication (Thought Transfer)/ *Interpersonal Relationship/ Models/ Program Descriptions

EJ099107 CG507325
Counsulting with Teachers Via the Guidance Team
Dent, Marie W.
Personnel and Guidance Journal, 52, 10, 685-688 Jun 74
Describes how one middle school organized for better guidance services by developing a team of twelve teachers and two counselors, with each teacher required to spend some specified time in guidance department working with students and counselors. Eventually, the team became a catalyst for better teacher communication. (HMV)
Descriptors: *Teamwork/ *Consultation Programs/ *Guidance Services/ *Communication Problems/ *Teacher Role/ Professional Personnel/ Counselor Role/ Educational Counseling

EJ099011 CG507229
The Effects of Limited and Intensive School Psychologist-Teacher Consultation
Tyler, Milton M.; Fine, Marvin J.
Journal of School Psychology, 12, 1, 8-16 74
Effects of two modes of school psychological consultation were examined against four main outcomes: (1) changes in teacher understanding of the child, (2) the direction of the changes in teacher understanding of the child, (3) teacher satisfaction with consultation, and (4) teacher follow-through on psychologist's recommendations. Results strongly supported the intensive over the limited consultation. (Author)
Descriptors: *School Psychologists/ *Pupil Personnel Services/ *Counseling Effectiveness/ *Student Teacher Relationship/ *Consultation Programs/ Psychological Studies/ Mental Health/ Guidance Counseling

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EJ097653 CG507199
An Expanded View of Consultation for College and University Counseling Centers
Lanning, Wayne
Journal of College Student Personnel, 15, 3, 171-176 May 74
Presents an approach to consultation which views counseling center personnel as more than just care-givers within a university community, and suggests that its personnel should also contribute to academic schools and departments and administrative and other service units. Elements of the expanded consultation model are presented and discussed. (Author)
Descriptors: *Counseling Centers/ *Guidance Centers/ *Consultation Programs/ *Counselor Functions/ *Student Personnel Work/ Professional Personnel/ College Administration

EJ097638 CG507184
Will Counselors Ever Be Consultants?
Ruben, Ann G.
School Counselor, 21, 5, 376-378 May 74
Claiming that the current counselor role is not working, the author suggests that counselor educators train counselors to serve as consultants in order to provide direct help for parents, teachers, children, and administrators and to solidify their own positions in the schools. (RWP)
Descriptors: *Counselors/ *Counselor Role/ *Consultants/ Counselor Training/ Pupil Personnel Services

EJ094390 CG507037
Consulting With Teachers: A Systematic Approach
Lauver, Philip J.
Personnel and Guidance Journal, 52, 8, 535-540 Apr 74
Many counselors need and want to reach more students through effective consultation with teachers. The use of systematic procedures should aid the counselor in developing the consulting relationship. Systematic consulting procedures, along with the all-important attitude of the consultant, are illustrated through two cases. (Author)
Descriptors: *Consultation Programs/ *Counselor Role/ *Counseling/ *Teacher Role/ Role Theory

EJ085764 CG506414
Teacher Consultation: A Case Study
Kuzniar, Joseph
Personnel and Guidance Journal, 52, 2, 108-111 Oct 73
A case study is presented through which a counselor in the role of teacher consultant, shares guidelines, methods and procedures that facilitated change in the classroom behavior of an elementary school teacher. The methods were based on the contingency management principles of positive consequences and the sequential steps of behavioral control from punishment to manipulation of positive consequences. (Author)
Descriptors: *Consultants/ *Changing Attitudes/ *Counselor Role/ *Counselor Functions/ *Teacher Behavior/ Counseling Goals/ Behavior Change/ Case Studies

EJ085755 CG506405
Consultation And Counseling The Case Of Mrs. Applewhite
Hagens, Loyce McG.
Elementary School Guidance and Counseling, 8, 1, 64-67 Oct 73
The column editor describes her role as a guidance consultant wherein she consulted with teachers about pupils whom she never saw. She recounts the case of Mrs. Applewhite'', a teacher bewildered by a child in her class who exhibited socially unacceptable behavior. The consultant allowed Mrs. Applewhite to discuss the problem and then supported her plans to deal with it. (EK)
Descriptors: *Consultation Programs/ *Case Studies/ *Teacher Attitudes/ *Elementary School Teachers/ Counselor Role/ Elementary School Counselors/ Problem Children

EJ082512 CG506081
Consulting: A Strategy for Change
Dinkmeyer, Don
School Counselor, 21, 1, 52-55 Sep 73
Consulting provides counselors with a process for affecting their public image while becoming highly accountable to the full range of their clientele. (Author)
Descriptors: *Counseling Services/ *Consultants/ *Counselor Role/ *Counseling Goals/ *Helping Relationship/ Counseling Effectiveness

EJ082091 CG505939
Guidance in Learning: An Examination of Roles in Self-Centering During Thinking
Tiedeman, David V.; Miller-Tiedeman, Anna L.
School Counselor, 20, 5, 334-339 May 73
This article proposes that the teacher and counselor are indistinguishable in their roles as learning consultants. Self learning and the process of understanding one's self in the tangential relationship of space, time, and matter become part of the counselor's purview and charge. (Author)
Descriptors: *Counselor Role/ *Consultants/ *Counseling Goals/ *Human Development/ *Psychological Needs/ Counseling

EJ080924 CG505878
Career Advisors: Catalysts for Career Education
Jones, Wendell H.
Vocational Guidance Quarterly, 21, 4, 298-301 Jun 73
Los Angeles recruited personnel with experience in business, industry, education, and guidance to respond more quickly to job market conditions and to meet student needs in career education. (Author)
Descriptors: *Career Education/ *Consultants/ *Vocational Counseling/ *Student Needs/ *Employment Opportunities/ Job Market

EJ080877 CG506006
Human Development in the Classroom
Palomares, Uvaldo H.; Rubini, Terri
Personnel and Guidance Journal, 51, 9, 653-657 May 73
This article describes a curricular approach to preventive mental health, the Human Development Program. This program focuses on a developmental model to promote social and emotional growth in children. (Author)
Descriptors: *Counseling Instructional Programs/ *Human Development/ *Human Relations/ *Consultants/ *Interpersonal Relationship/ Classroom Guidance Programs

EJ080387 CG505729
Consultation and Counseling: The Case of Mrs. Cook
Hagens, Loyce
Elementary School Guidance and Counseling, 7, 4, 300-304 May 73
Educators are aware that personal problems of a faculty member can interfere with effective performance. The purpose of presenting this particular type of case is to enable the reader to understand how a distinction can be made between commitment to counseling a faculty member about personal problems and acting as a consultant to a particular faculty member. (Author)
Descriptors: *Case Studies/ *Counselor Role/ *Consultants/ *School Personnel/ *Problem Solving/ Faculty/ Emotional Problems

EJ076913 CG505655
The Counsellor as Consultant in the Development of the Teacher-Advisor Concept in Guidance
Simons, Hal; Davies, Don
Canadian Counselor, 7, 1, 27-39 Jan 73
The teacher-advisor'' concept is one method by which the impersonalization of students in large school systems can be minimized. The classroom teachers who participate would be chosen by a small group of students thus freeing counselors for crisis situations, referrals, and for providing in-service and consultive services for the teaching staff. (Author)
Descriptors: *Change Agents/ *Consultants/ *Counselor Role/ Guidance Programs/ *Secondary School Counselors/ *Student Teacher Relationship

EJ075521 CG505524
Behavioral Consultation and Group Counseling with Potential Dropouts
Randolph, Daniel Lee; Hardage, Nell G.
Elementary School Guidance and Counseling, 7, 3, 204-209 Mar 73
The findings of this study with respect to on-task behavior and grade point average, provide support for the position that a counselor can serve effectively as a behavioral consultant to teachers. The classroom behavior management approach offered advantages over the client-centered group counseling behavior and grade point average. (Author)
Descriptors: Behavior Patterns/ *Consultants/ *Consultation Programs/ *Dropout Prevention/ Dropouts/ *Elementary School Counseling/ *Group Counseling

EJ075446 CG505525
FICS: An Expanded View of Counselor Consultation
Shelton, Judith E.; Dobson, Russell L.
Elementary School Guidance and Counseling, 7, 3, 210-215 Mar 73
The Family Involvement Communication System (FICS) model provides a human relations umbrella'' approach for parent and teacher input and participation in a school's elementary guidance program. FICS is designed as an ongoing consultative services program in which the counselor functions as the initial trainer of paraprofessionals and as coordinator and resource. (Author)
Descriptors: *Consultants/ Consultation Programs/ *Counselor Role/ *Elementary School Counseling/ Family Involvement/ *Human Relations Programs

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EJ072615 CG505490
Counselors and Learning Styles
Sperry, Len
Personnel and Guidance Journal, 51, 7, 478-483 Mar 73
Although there has been much research about the relationship of learning and performance and individual differences in learning style, there has been little written about how to diagnose the styles. The author presents a theoritical understanding of learning styles and suggests assessment questions that a counselor can use in observing students and consulting with teachers about different learning styles. (Author)
Descriptors: *Consultants/ *Counselor Functions/ Evaluation/ Individual Development/ *Individual Differences/ *Learning/ *Learning Characteristics

EJ072612 CG505445
Consultation: An Effective Dimension of Childhood Sexual Development
Pietrofesa, John J.; Splete, Howard
School Counselor, 20, 3, 186-92 Jan 73
At all school levels, counselors and teachers are increasingly encountering problems that are sexually oriented. Recognizing that attitudes and values toward sexuality are formed at an early age, it seems important to review incidents involving elementary school children. Implications for counselor involvement can then be drawn. (Author)
Descriptors: *Childhood Attitudes/ Consultants/ *Consultation Programs/ *Elementary School Counseling/ *Maturation/ Physical Development/ *Sexuality

EJ072269 CG505288
The Counselor-Consultant as a Specialist in Organization Development
Murray, Donald; Schmuck, Richard
Elementary School Guidance and Counseling, 7, 2, 99-104 Dec 72
This is a discussion of the emerging role of the counselor as a consultant in organization development. In this role the counselor can better help schools to develop more emotionally supportive climates for working and learning. (JC)
Descriptors: *Consultants/ *Counseling/ *Counseling Effectiveness/ *Counselor Functions/ *Counselor Role/ Pupil Personnel Services/ *Specialists

72 EJ072070 CG505360
Potter Unearthed for the Consultant
Steele, Fritz
Journal of Applied Behavioral Science, 8, 5, 513-526 72
This paper is an attempt to provide a survey of the work of one of our seminal interpersonal theorists, S. Potter. His writings are analyzed for their relevance to the consultant of today and to the consultant of yesterday. (Author)
Descriptors: *Behavior Theories/ *Consultants/ *Consultation Programs/ *Counseling Theories/ Helping Relationship/ *Interpersonal Relationship

EJ070992 CG505401
A Preventive Approach to Mental Health in the Schools
Banikiotes, Paul G.
Counseling and Values, 17, 2, 112-117 W 73
The school appears to be an ideal place for applying a preventive approach to mental health. The emerging role of the school counselor-consultant offers some hope for system-wide impact. Coordination with community mental health services would further strengthen the consultant's role in the school. (Author)
Descriptors: Consultants/ *Consultation Programs/ *Counselor Functions/ Counselor Role/ Intervention/ *Mental Health/ Mental Health Programs/ *Prevention/ *School Services

EJ070968 CG505298
The Counselor's Workshop: Teacher In-Service Workshops
Myrick, Robert D.; Moni, Linda S.
Elementary School Guidance and Counseling, 7, 2, 156-161 Dec 72
Most counselors' time is limited and they cannot reach all the children who could benefit from their services. Therefore, in-service workshops are an opportunity to promote more effective learning climates, to mobilize resources within a school, to help bring a faculty together as a team, and to provide a consultation readiness to other situations. (Author)
Descriptors: *Consultants/ *Counseling/ Counseling Programs/ *Counseling Services/ *Counselor Role/ Intervention/ *Teacher Workshops

EJ070965 CG505295
Counselor as a Consultant
Ryan, Mary K.
Elementary School Guidance and Counseling, 7, 2, 143-145 Dec 72
This article discusses the counselor as consultant and describes various programs he can use to work with the adult influences in the lives of his counselees: parents, teachers and administrators. (JC)
Descriptors: Adult Programs/ *Consultants/ Counseling/ *Counseling Services/ *Counselor Role/ *Middle Schools/ *Pupil Personnel Services

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EJ070964 CG505294
Case Analysis: Consultation and Counseling
Pretty, Donna
Elementary School Guidance and Counseling, 7, 2, 143-145 Dec 72
This case study utilizes the techniques of preventative and developmental counseling and shows how these techniques can be handled in an already existing framework operated by the school staff in consultation with the counselor. (JC)
Descriptors: *Case Studies/ *Consultants/ *Counseling/ Counselor Functions/ Counselor Role/ *Developmental Guidance/ *Interpersonal Relationship/ *Peer Relationship

EJ070963 CG505293
Issues and Dialogue: Should Consulting Include Classroom Observation?
Nelson, Richard C.; Roop, Patricia L.
Elementary School Guidance and Counseling, 7, 2, 137-142 Dec 72
This discussion deals with how classroom observation and consultation would appear to add a desirable dimension to the way in which counselors can contribute in the schools. (JC)
Descriptors: *Case Studies/ *Classroom Environment/ *Classroom Observation Techniques/ *Consultants/ Counseling/ Counselor Functions/ Counselor Role/ *Elementary School Counseling/ *Observation

EJ070960 CG505290
Behavioral Consulting: Using Behavior Modification Procedures in the Consulting Relationship
Mayer, G. Roy
Elementary School Guidance and Counseling, 7, 2, 114-119 Dec 72
By enhancing the teachers' competencies in managing student behavior, the consultant sought to reduce the number of children needing counseling. Such consultation is both preventative and problem-oriented. (JC)
Descriptors: Behavior Change/ *Behavioral Counseling/ *Consultants/ *Counseling/ *Counseling Theories/ *Counselor Role

EJ070959 CG505289
A Systematic Eclectic Model for Counseling-Consulting
Blocher, Donald H.; Rapoza, Rita S.
Elementary School Guidance and Counseling, 7, 2, 106-112 Dec 72
A discussion of the systematic eclectic model illustrating its use in the daily duties of a school counselor. This is a flexible model which can be used in a wide range of situations and interventions. (JC)
Descriptors: Change Agents/ *Consultants/ *Counseling Theories/ *Counselor Functions/ *Counselor Role/ *Intervention / *Models/ Pupil Personnel Services

EJ070748 CG505355
Ethics: If the Customers Don't Buy the Institution Will Die
Barton, David W., Jr.
Journal of the National Association of College Admissions Counselors, 17, 3, 9-12 Jan 73
This article presents the case for what may be termed the corporation approach.'' This approach has given advise to management-consultation firms to replace or bolster the admissions office in selling the institution and completing each freshman class with the best students available. (JC)
Descriptors: *College Admission/ *College Bound Students/ Consultants/ *Consultation Programs/ *Counseling/ *Recruitment

EJ069375 RC501137
Does Your Elementary School Need a G-Man?
Thompson, Charles L.; Cunningham, Estelle
Tennessee Education, 2, 1, 11-3 Spr 72
Descriptors: *Consultants/ *Counseling/ *Counselor Role/ *Educational Coordination/ *Elementary Schools/ Guidance Functions/ School Community Relationship

EJ068997 CG505151
Counselors and Consulting: Using Values in Consultation
Kramer, Howard
Journal of College Student Personnel, 13, 6, 534-537 Nov 72
This article discusses how counseling professionals may facilitate consulting efforts through consideration of their own consulting behavior. The counselor who wishes to be influential in consultant relationships must actively and perhaps openly present himself and his ideas to prospective or actual consultees. (Author)
Descriptors: Behavior Patterns/ Change Agents/ Communication (Thought Transfer)/ *Consultants/ *Counselor Functions/ *Counselor Role/ *Helping Relationship/ *Interpersonal Competence/ Values

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EJ066043 CG504975
Behavioral Consultation as a Means of Improving the Quality of a Counseling Program
Randolph, Daniel L.
School Counselor, 20, 1, 30-35 Sep 72
A particular behavioral approach is discussed with suggestions for improving the classroom climate, as well as systems for recording observable changes in the behavior of the pupils and the teacher. (Author)
Descriptors: Behavior Change/ *Behavioral Counseling/ Consultants/ *Consultation Programs/ *Counseling Effectiveness/ *Counseling Programs/ *Counselor Role/ Guidance Services

EJ065985 CG505079
A Psychosocial Look at Consultation and Behavior Modification
Abidin, Richard R.
Psychology in the Schools, 9, 4, 358-364 Oct 72
The purpose of this paper is to question whether adequate consultation can take place when issues and problems are considered only at the level of the overt behavior of the problem child.'' (Author)
Descriptors: *Behavior Change/ *Behavior Problems/ Consultants/ *Consultation Programs/ Counselor Role/ *Psychologists/ *Teacher Behavior

EJ065678 CG504954
The Counselor as a Behavioral Consultant
Dustin, Richard; Burden, Carol
Elementary School Guidance and Counseling, 7, 1, 14-19 Oct 72
Descriptors: Behavioral Sciences/ *Consultants/ Counseling/ *Counselor Functions/ *Counselor Role/ *Counselors/ Elementary School Counselors

EJ064344 CG504959
Case Analysis: Consultation and Counseling
Hagens, Loyce McG., Ed.
Elementary School Guidance and Counseling, 7, 1, 43-47 Oct 72
Descriptors: Behavior Change/ *Behavior Problems/ *Case Studies/ *Consultation Programs/ *Counseling

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EJ064341 CG504952
Counseling and/or Consultation: A test of the Education Model in the Elementary School
Marchant, William C.
Elementary School Guidance and Counseling, 7, 1, 4-8 Oct 72
This study presents evidence that seems partially to confirm techniques consistent with an education model for elementary school guidance. (Author)
Descriptors: *Consultation Programs/ *Counseling/ *Elementary School Guidance/ Elementary Schools/ Models

EJ057597 CG504474
Accessibility and Organizational Power in the Entry Phase of Mental Health Consultation
Mann, Philip A.
Journal of Consulting and Clinical Psychology, 38, 2, 215-218 Apr 72
The results supported the hypothesis that accessibility to the consultant is inversely related to organizational power. (Author)
Descriptors: *Administrative Organization/ *Consultants/ *Counseling Effectiveness/ Group Structure/ *Mental Health Programs/ *Power Structure

EJ057107 CG504444
Modification of Behavior through Group Counseling and Consultation
Palmo, Artis J.; Kuzniar, Joseph
Elementary School Guidance and Counseling, 6, 4, 258-262 May 72
Results of the study suggest that the Parent-Teacher Consultation Procedure was the most effective strategy used in the modification of classroom behavior as measured by the Behavior Checklist (Coping Analysis Schedule for Educational Settings). (Author)
Descriptors: Adjustment Problems/ *Behavior Change/ *Consultation Programs/ Counselor Role/ Elementary School Counseling/ *Group Counseling/ *Parent Participation/ *Teacher Role

EJ053563 CG504085
Consultation: A Broad, Flexible Role for School Psychologists
Williams, Donald L.
Psychology in the Schools, 9, 1, 16-21 Jan 72
Descriptors: *Child Development Specialists/ *Consultants/ *Consultation Programs/ Counselor Role/ *Elementary School Guidance/ Guidance Personnel/ Models/ Role Theory/ *School Psychologists

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EJ052752 CG504126
Case Analysis: Consultation and Counseling
Hagens, Loyce McG.
Elementary School Guidance and Counseling, 6, 3, 190-4 Mar 72
Descriptors: *Case Studies/ *Consultation Programs/ *Counseling/ *Counselor Role/ Counselors

EJ049301 CG503884
Case Analysis: Consultation and Counseling
Hagens, Loyce McG.
Elementary School Guidance and Counseling, 6, 2, 112-115 Dec 71
The case presented illustrates the use of limited counseling in a situation that began as a consulting contact. A consultant who was initially employed to set up a class for emotionally disturbed children assisted parents, teachers and principal in solving problems associated with a child's adjustment to school. (Author/CG)
Descriptors: Case Studies/ *Consultants/ Consultation Programs/ *Counseling/ Elementary School Counseling/ Problem Solving

EJ048010 CG503774
The School Counselor as a Human Relations Consultant
Pancrazio, James J.
School Counselor, 19, 2, 81-87 Nov 71
Descriptors: *Consultants/ *Counselor Role/ *Counselors/ Helping Relationship/ *Human Relations/ *Human Relations Programs/ Referral

EJ043747 CG503456
Consulting: What is it All About?
Faust, Verne
Facility: The Journal of the Professional Counselors Association, 3, 4, 17-18 Sep 71
The purpose of this paper was to show the limited value that consultation has and its potential for crippling the guidance program by comparing consultation with counseling. The greatest contribution of consulting is its serving as a vehicle for moving persons into the counseling relationship. (Author/CG)
Descriptors: *Consultants/ *Consultation Programs/ Counselor Functions/ *Counselors/ Guidance Programs/ Interpersonal Relationship/ Relationship

EJ043744 CG503419
Psychiatric Consultation in a School Counseling Department
Couchman, Robert; Golombek, Harvey
School Counselor, 19, 1, 38-42 Sep 71
The example outlined in this paper illustrates how a school system established a counseling service within its own special education division. The key administrative positions were taken up by qualified and experienced teachers while other professional personnel, such as psychologists, were employed as resource consultants. (Author)
Descriptors: Child Development Specialists/ *Consultation Programs/ *Counseling Services/ *Psychiatric Services/ Psychologists/ *Pupil Personnel Workers/ *Referral/ Special Education

EJ038754 AC501387
Implementing Organizational Change through an Internal Consulting Team
Margulies, Newton
Training and Development Journal, 25, 7, 26-33 Jul 71
A report on developing consulting skills for organization problem solving in a large organization. (Author)
Descriptors: *Consultants/ *Counselor Acceptance/ *Data Collection/ Failure Factors/ Interviews/ *Organizational Change/ Problem Solving/ Problems/ *Systems Approach

EJ037224 CG502770
Counselors Choose Counseling and Consulting
Nelson, Richard C.; Muro James J.
Elementary School Guidance and Counseling, 5, 4, 296-300 May 71
This column presents the results of a time use survey which clearly suggests that counselors who are free to build their own approaches choose both counseling and consulting. (Author)
Descriptors: *Consultants/ *Counseling/ Counselor Functions/ *Counselor Role/ *Elementary School Counselors/ *Elementary School Guidance/ Helping Relationship

EJ034637 CG502693
The Class Is a Group
Pellegreno, Dominick D.
National Catholic Guidance Conference Journal, 15, 3, 157-162 Spr 71
Presented is a rationale accompanied by specific techniques and concepts for counselor use when consulting with teachers about classes as groups. (Author)
Descriptors: *Classroom Environment/ *Consultation Programs/ *Counselor Role/ Group Dynamics/ *Interaction Process Analysis/ Role Theory/ Student Teacher Relationship/ *Teacher Role/ Verbal Communication

EJ034633 CG502680
A Model for Consultation with Classroom Teachers on Behavior Management
Anadam, Kamala; Williams, Robert L.
School Counselor, 18, 4, 253-259 Mar 71
Discussed is a contract", formulated by the teacher and her students at the suggestion of the consultant, designed to encourage less disruptive classroom behavior. The arrangement permits the student to learn or not to learn without having to cope with nagging by the teacher. (Author/CJ)
Descriptors: *Behavior Change/ *Behavior Problems/ *Classroom Techniques/ *Consultation Programs/ Counselor Role/ Elementary School Counseling/ Observation/ *Teacher Role

EJ034196 CG502578
Case Analysis: Consultation and Counseling
McCoy, Georgia
Elementary School Guidance and Counseling, 5, 3, 221-225 Mar '71
Described is one counselor's approach to implementing an elementary school guidance program through classroom techniques, small group sessions and consultation with teachers which explored not only their feelings but also their attitudes and relationships with their students. (CJ)
Descriptors: *Classroom Guidance Programs/ *Consultation Programs/ *Counselor Role/ Developmental Guidance/ Interaction Process Analysis/ Minority Groups/ Student School Relationship / Student Teacher Relationship/ *Teacher Attitudes

EJ034194 CG502571
The Elementary School Counselor: An Effective Consultant with Classroom Teachers
Splete, Howard
Elementary School Guidance and Counseling, 5, 3, 165-172 Mar '71
Although teachers are willing to work with the counselor in a consulting relationship, they prefer the counselor to help them understand their pupils rather than help them understand themselves. However, with a better understanding of their own feelings and motives, teachers might be able to work more effectively with their pupils. (Author)
Descriptors: *Consultants/ Counseling Effectiveness/ Counselor Functions/ *Counselor Role/ *Elementary School Counselors/ *Elementary School Teachers/ Perception/ *Role Perception/ Teacher Attitudes/ Teachers

EJ032662 50 57
The Counselor as a Consultant in Eliminating Out of Seat Behavior
Engelhardt, Leah; And Others
Elementary School Guidance and Counseling, 5, 3, 196-204 Mar '71
Study results show that investment of time by a counselor in working with a teacher to help reduce disruptive classroom behaviors is time well spent. Not only is the teacher better able to cope with the specific behavior problem of the moment, but she has insights for future handling of classroom problems. (CJ)
Descriptors: Behavior Change/ *Behavior Problems/ *Class Management/ Classroom Research/ *Consultation Programs/ *Elementary School Counselors/ Interaction/ *Reinforcement/ Student Teacher Relationship/ Teacher Role

EJ032605 CG502446
The Challenge of Communication for the Elementary School Counselor-Consultant
Myrick, Robert D.
National Catholic Guidance Conference Journal, 15, 2, 114-119 W '71
Descriptors: Child Development/ *Communication (Thought Transfer)/ Consultants/ *Consultation Programs/ *Counselor Role/ *Elementary School Counselors/ Staff Role/ *Teacher Role / Teamwork

EJ026550 CG502007
The Effects of Counseling and Consultation upon the Sociometric Status and Personal and Social Adjustment of Third Grade Pupils
Lewis, Michael D.
Elem Sch Guidance Counseling, 5, 1, 44-52 Oct '70
It was hypothesized that there would be no significant differences among groups following the counseling and consultation intervention. Females made gains in every group with the greatest gains shown by those in schools with no guidance worker. Males made gains only in experimental groups. Because of this pulling in opposite directions the null hypothesis was supported. (Author/KH)
Descriptors: *Consultation Programs/ *Counseling Effectiveness/ *Elementary School Students/ Guidance Services/ *Sex Differences/ Social Adjustment

EJ025400 CG501941
Elementary School Counseling and Consultation: Their Effects on Teachers' Perceptions
Lewis, Michael D.
Sch Counselor, 18, 1, 49-52 Sep '70
The consultation treatment does have a significant effect either on the achievement oriented behavior of pupils or on teachers' perceptions of their behavior. Consultation concerning one pupil may affect the teacher's perceptions of other pupils as well, due to subsequent changes the classroom environment that serve to improve the achievement oriented behavior of all pupils. (Author/KH)
Descriptors: *Comparative Analysis/ *Consultation Programs/ *Elementary School Counseling/ *Elementary School Teachers/ Grade 3/ *Individual Counseling/ Perception

EJ021886 CG501512
Reducing Disruptive Behavior Through Consultation
Whitley, A. Dan; Sulzer, Beth
Personnel Guidance J, 48, 10, 836-841 Jun '70
A university laboratory school counselor was consulted by a fourth grade teacher in order to resolve disruptive classroom behaviors of one student who did not stay seated and spoke without permission. A behaviorial approach was employed and the study illustrates how the counselor can be effective as a consultant. (Author)
Descriptors: Behavior Problems/ *Behavioral Counseling/ *Children/ Classroom Techniques/ *Consultants/ Counselor Functions/ Counselor Role/ *Counselors/ Research/ *Teachers

EJ016892 CG501207
The Effective Elementary Guidance Worker: Counselor or Consultant
Lewis, Michael D.
Sch Counselor, 17, 4, 296-300 70 Mar
Reviews literature dealing with ascertaining counselor's most effective role in helping to meet developmental needs of normal children. Those interested in elementary school guidance seem to want to concentrate upon meeting developmental needs of all children rather than remediation. (Author/EK)
Descriptors: *Consultants/ Counseling Goals/ Counselor Functions/ *Counselor Role/ Developmental Tasks/ Elementary School Counseling/ *Elementary School Counselors/ *Elementary School Guidance

EJ014259 CG501048
The Counselor-Consultant and the Effeminate Boy
Myrick, Robert D.
Personnel Guidance J, 48, 5, 355-361 70 Jan
Case study, in which counselor discusses strategies for change with child's teacher, rather than directly with pupil. Resulting improved behavior is indication of how deviant children can be helped within the school program. (Author)
Descriptors: *Behavior Change/ Behavior Patterns/ *Case Studies (Education)/ *Consultants/ *Consultation Programs/ Counseling/ Counselor Functions/ *Counselors/ Elementary School Students/ Role Perception/ Teachers

EJ012986 CG501021
Employment Counseling Consultant
Millott, Robert F.
J Employment Counseling, 6, 4, 147-154 69 Dec
Suggests consultants provide counselors with training, crisis support, information, communication with academic community, and participation in research contributing to higher counseling standards. (Author)
Descriptors: *Consultants/ *Consultation Programs/ *Counseling/ Counseling Effectiveness/ Counselor Performance/ Counselor Training/ Counselors/ *Employment Counselors/ *Inservice Programs/ Vocational Counseling

EJ012973 CG500978
A Consultant Role in Elementary School Guidance: Helping Teachers Increase Awareness of the Behavior Dynamics of Children
Franken, Mary W.
Elem Sch Guidance Counseling, 4, 2, 128-135 69 Dec
Describes Project ABC (Iowa), designed to build effective learning climates for children through helping teachers identify behavioral needs of all children. Figure sketches included. (Author/CJ)
Descriptors: Behavior Development/ *Child Development/ Classroom Environment/ *Consultants/ *Counselor Role/ Developmental Guidance/ *Elementary School Guidance/ Learning/ Role Perception/ Self Concept/ *Teacher Role

EJ008828 CG500631
Case Analysis: Consultation and Counseling
McGhearty, Loyce
Elem Sch Guidance Counseling, 4, 1, 54-58 69 Oct
Descriptors: *Consultation Programs/ *Counseling Effectiveness/ *Elementary School Counseling/ Family Problems/ Marital Instability/ Student Teacher Relationship/ Teacher Attitudes/ *Teacher Guidance/ *Teacher Role

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EJ006446 CG500527
The Consultant to Counselors: A New Professional Role
Lister, James L.
Sch Counselor, 16, 5, 349-53 69 May
Descriptors: *Consultants/ *Counseling/ Counselor Functions/ *Counselor Role/ Counselor Training/ Inservice Education/ *Professional Personnel/ Professional Services/ *Supervisors/ Supervisory Activities

EJ005671 CG500498
The Elementary School Counselor as Consultant: An Evaluation
Kranzler, Gerald D.
Elem Sch Guidance Counseling, 3, 4, 285-88 69 May
Descriptors: Comparative Analysis/ *Consultants/ Counseling Effectiveness/ Counselor Characteristics/ *Counselor Functions/ *Counselor Role/ *Elementary School Counselors/ *Evaluation

EJ005214 CG500499
Case Analysis: Consultation and Counseling
McGehearty, Loyce
Elem Sch Guidance Counseling, 3, 4, 289-93 69 May
Descriptors: *Consultation Programs/ Counselor Acceptance/ *Elementary School Counseling/ *Parent Attitudes/ *Parent Counseling/ Parent School Relationship/ Reinforcement/ Self Concept/ Self Evaluation/ *Underachievers

EJ002106 CG500248
Case Analysis: Consultation and Counseling
McGehearty, Loyce
Elem Sch Guidance Counseling, 3, 3, 217-22 69 Mar
Descriptors: Conferences/ *Consultation Programs/ Counseling/ *Counselor Functions/ *Counselor Role/ *Elementary School Counselors/ *Elementary School Teachers/ Intergroup Relations/ Teacher Response

EJ002101 CG500240
Consultation and Counseling
McGehearty, Loyce
Elem Sch Guidance Counseling, 3, 3, 155-63 69 Mar
Descriptors: Behavior Change/ *Consultants/ *Consultation Programs/ Cooperative Planning/ *Counseling/ *Counseling/ *Counseling Theories/ Interpersonal Relationship/ Nondirective Counseling/ Reinforcement

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FORMAT OF
RESOURCES IN EDUCATION (RIE)

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Abstract of Document

ED118935 CE006503

Exemplary Career Resource Center for Grades 6 Through 9 in Pennsylvania.

Penns Valley Area School District, Spring Mills, Pa.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.; Pennsylvania State Dept. of Education, Harrisburg.

Publ. Date: 30 Jun 74 Note: 27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors: *Career Education/ Educational Programs/ *Elementary Secondary Education/ Information Dissemination/ Paraprofessional Personnel/ Program Descriptions/ *Program Planning/ *Program Proposals/ *Resource Centers

Following a discussion of the need for the service the document presents a proposal for the establishment of a career resource center in order to properly utilize and disseminate career information to students in Grades 6-9 in selected Pennsylvania schools. The career resource center will be involved with the following activities: (1) collection, synthesis, and placement of career information resources available from commercial and other sources; and (2) institution of an organized system for the dissemination of career information to students. The individual responsible for the organization, administration, and implementation of these services will be the career resource specialist who is a paraprofessional employed and trained by the local district. The career resource specialist will work cooperatively with the professional guidance staff in the school. Other staff members include the counselor and supporting staff (community volunteers and students). The paraprofessional will also be responsible for collecting data for the evaluation of project objectives. Necessary information for the planning of the career resource center includes suggestions for the budget and costs and amount of particular equipment and materials. A bibliography is included. (Author/EC)

* Price through ERIC Document Reproduction Service. Order by ED#. See order information on back page. "MF"-microfiche, "HC"-hard copy. When "not available from EDRS," other sources are listed.

ED155553 CG012615

On-Site Consultation: Evolution and Resolution of Role Definition and Conflict.

Hollinger, Constance L.

Mar 78 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, CANADA, March, 1978)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This paper discusses the role of the on-site consultant in a teacher-initiated change program in Cleveland's elementary schools. A local university offered 15 hours of on-site course work at each school, and the counselor was to serve as a non-directive resource person who would facilitate the process of translating course content into classroom application and respond to teacher requests for assistance. To some extent, the definition of the consultant's role was modified by the developmental transition from stranger to friend, from university consultant to fellow staff member. It soon became apparent that the optimal balance between the roles of stranger and friend, as well as the actual definition of the consultant's role, varied as a function of context, issues, and the individuals with whom the consultant was interacting. The paper explores further the parallels between on-site consultation and individualized instruction in which the consultant and school personnel became collaborators in the learning process. The variety of roles assumed by the consultant are elaborated in support of the paper's basic premise that definition of the consultant's role was a dynamic on-going process. (Author)

Descriptors: *Change Agents/ *Consultants/ *Counseling Goals / Elementary Education/ Elementary School Teachers/ *Interpersonal Relationship/ Program Descriptions/ *Role Conflict/ Teacher Attitudes

Identifiers: *Role Definition

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ED153109 CG012358
Pioneer CESA Guidance Project: A Staff Development Program for School Counselors. Consultation.
Woodard, Wallace S., Sr.
77 67p.; For related documents, see CG 012 351-359; Appendices not filmed due to copyright
Sponsoring Agency: Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
This document on consultation is one of seven staff development programs which target performance skills of school counselors. The staff development programs are one component of a comprehensive student-needs-based guidance system developed by the Pioneer Cooperative Educational Service Agency Guidance Project. The staff development programs are designed to be used by students who aspire to become school counselors, by entry level counselors who are seeking to demonstrate their skill for certification purposes, and by experienced counselors who wish to enhance their skills. The emphasis of each program is on performance. A format has been developed which uses behavioral indicators as the focus for activities. A basic knowledge of the area of functioning is assumed. Where this prerequisite knowledge is not present, selected readings and references are provided. This document discusses preassessment, the consulting process, consulting functions, and postassessment. (Author)
Descriptors: Certification/ Communication (Thought Transfer) / *Consultation Programs/ *Counselor Role/ Elementary School Counselors/ *Performance Based Education/ *Problem Solving/ Program Guides/ Secondary School Counselors/ *Skills/ *Staff Improvement

ED151630 CG012208
Training and Conducting Research in Consultation: Can They Be Done Simultaneously?
Alpert, Judith L.
Sep 77 18p.; Paper presented at the Annual Convention of the American Psychological Association (San Francisco, California, August 26-30, 1977)
Available from: Judith L. Alpert, Dept. of Educational Psychology, New York University, 926 Shimkin Hall, New York, N.Y., 10003
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Faculty meetings are frequently attended by school consultants and, in all probability, are utilized for diagnostic, training, and evaluation purposes. In order to formalize what many psychologists may already be doing, this paper considers the means for analyzing faculty meetings to further (1) consultation activity; (2) consultation training; and (3) consultation evaluation. The social psychological approach described here could be applied to staff meetings at institutions other than schools. (Author)
Descriptors: Consultants/ *Consultation Programs/ *Counselor Training/ Elementary Education/ *Field Experience Programs/ *Power Structure/ Program Descriptions/ Social Psychology/ *Staff Meetings/ *Teacher Administrator Relationship

ED151616 CG012194
The Efficacy of School-Based Consultation.
Sandoval, Jonathan
29 Aug 77 10p.; Paper presented at the Annual Convention of the American Psychological Association (San Francisco, California, August 26-30, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This presentation reviews the concept of school-based consultation (Lambert, 1974) and contrasts it with other consultation models. The validity of this model for the professional talking relationships of school psychologists (school-based consultation) is assessed first by examining: (1) the likelihood that interprofessional interchange will take place; (2) the likelihood that case study information will be communicated effectively; (3) the nature of the model's assumptions about teacher knowledge of individual differences in children; and (4) the likelihood that school-based consultants will serve as a model for principals and teachers to follow in collaborating with parents. The author attempts to demonstrate that there are unique aspects to consultation in situations where the consultant is a part of the school staff and shares with teachers the same administrative and evaluation systems. In addition the material presented shows that the work objectives of the school-based consultant are consonant with the expectations of principals and teachers for psychological services. (Author)
Descriptors: Behavior Problems/ *Consultation Programs/ *Counselor Role/ *Elementary School Counseling/ Field Experience Programs/ *Interprofessional Relationship/ Models/ *School Psychologists/ State of the Art Reviews/ *Training Techniques

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ED150503 CG012170
Factors Affecting the Development and Delivery of Consultation and Education Services in Community Mental Health Centers.
Ketterer, Richard F.; Perkins, Dennis N. T.
28 Aug 77 25p.; Paper presented at the Annual Convention of the American Psychological Association (San Francisco, California, August 26-30, 1977); For related document see CG 012 171
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This paper addresses the current need for new, more effective ways of delivering mental health services. It recognizes the need for closer ties between mental health professionals and community groups, which has been met in the past by consultation and education (C and E) groups. But these groups have been hampered by complex social and organizational factors. This paper attempts to identify these obstacles and to examine their implications for the development and delivery of C and E services. It draws on relevant mental health literature, federal documents, and findings from an in-progress study of consultation and education units in four comprehensive community mental health centers (CMHC). Aimed at developing descriptive knowledge about C and E programs, it includes a review of archival records; field observations; and in-depth interviews with CMHC directors and program coordinators, C and E staff, and a purposive sample of direct service workers. (Author/BP)
Descriptors: *Community Cooperation/ *Consultation Programs/ *Counseling Goals/ *Delivery Systems/ *Educational Coordination/ Federal Legislation/ *Mental Health Programs/ Models/ Organizational Effectiveness/ Program Descriptions/ State of the Art Reviews

ED146460 CG011652
Consultation: A Model for Helping Professions.
Strickland, Ben; Arnn, John
77 82p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
This handbook attempts to revise and revitalize the concept of consultation as commonly employed by members of the helping professions, particularly school counselors and student personnel workers in educational settings. The authors believe that neither counseling nor coordination provide the kind of visibility necessary for credibility, and that the use of consultation must be expanded to make up for this deficit. This guide sets forth a definition of Integrated Counsultation, as well as goals and strategies for its application. There is also a section on how to choose an external consultation when the need arises. The publication should be useful to those in the helping professions desiring a functional consultation model. (Author/BP)
Descriptors: *Consultation Programs/ *Counselor Role/ *Counselor Training/ Group Relations/ *Helping Relationship/ Human Resources/ Models/ Professional Training/ *School Psychologists
Identifiers: *Integrated Consultation

ED141712 CG011539
The Counselor as Consultant to Teachers: Improving Communication Through Role Playing.
Conoley, Colleen; Moore, Betty J.
10 Oct 75 23p.; Paper presented at the Annual Convention of the Texas Personnel and Guidance Association (Brownsville, Texas, October 8-11, 1975)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This study gives counselors some "cook-book" instructions in techniques of working with groups of teachers to give the latter explicit and detailed instructions for the use of role playing with their students. Role playing is described as a minimally threatening and maximally familiar way to increase students' understanding and acceptance of the behavior of other people. The reader is given step-by-step directions as how to build the confidence and support of teachers regarding their use of role playing which may be introduced first as a technique of teaching subject matter or career education. The next step suggested is teacher participation in role playing of social situations or problems in their own day-to-day lives. The technique of role reversal is recommended. Finally, the practice of role playing as a source of insight and sensitivity to the feelings of self and others is described. Significant questions are suggested for consideration. The appendix includes samples of role playing situations which the counselor or teachers may want to use. (Author)
Descriptors: *Classroom Guidance Programs/ *Consultation Programs/ *Counselor Role/ Elementary School Counselors/ Elementary Secondary Education/ Models/ *Role Playing/ *Teacher Guidance/ Teacher Role/ *Teaching Procedures

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ED137716 CG400165
Consultation as a Counselor Intervention.
Myrick, Robert D.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
77 122p.; For other documents in this series, see CG 400 161-165
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-75-0017
Available from: Ms. Carol Reynolds, P.O. Box 39143, Denver Colorado 80329 (HC $3.00, the entire series of 5 is available for $12.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
This monograph provides answers to various questions concerning the role of consultant for the counselor. The author argues strongly for a systematic, carefully planned approach, and provides a step-by-step description of the consultation process. Taped interviews are included to give a more vivid picture of the process at work. Discussed also are such areas as individual and group consultation, teacher consultation, including a full plan for an in-service training workshop, parent consultation, research and theory in consultation, and a brief mention of some traps into which the inexperienced would-be consultant may fall. (Author/YRJ)
Descriptors: *Consultants/ *Consultation Programs/ *Counselor Role/ Group Counseling/ Guides/ Individual Counseling/ *Inservice Teacher Education/ *Intervention/ *Parent Counseling/ Students

ED137622 CE010936
Career Education Consulting Package. Pack I. Counselors.
Marshall Univ., Huntington, W. Va.; Regional Education Service Agency, Region 5, Parkersburg, W. Va.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Feb 76 22p.; For related documents see CE 010 936-941
Available from: West Virginia Vocational Curriculum Laboratory, Cedar Lakes, Ripley, West Virginia 25271 (si packages, $10.00)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This career education consultant package for use with counselors is one of a set of six packages of consultants' materials developed to serve as a guide for consulting staff presenting career education workshops in the following areas: Counselors, primary K-3, intermediate, junior and senior high, and administrators. (The "Career Education Curriculum Materials Resource Guide", ED 118 759, developed by professionals at the Region 5 Educational Service Agency, was used as a reference work for the packages.) This package contains an outline presentation to counselors which provides a general overview of career education and techniques, and methods of implementation of career education. The greater part of the package is a suggested presentation of career education to junior high counselors and teachers. Its purpose is to stress the importance of having counselors and teachers increase their involvement in career education, show ways in which they may further their involvement in career education, get them involved in one simple activity, and provide resources on career education. (TA)
Descriptors: *Career Education/ *Consultants/ *Counselor Role/ Counselor Training/ *Curriculum Development/ Junior High Schools/ *Program Planning/ Resource Guides/ Resource Materials/ Teacher Workshops/ *Workshops

ED128663 CG000312
The Family: Laboratory for Human Behavior.
Irish, Grace
65 17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
An effectively functioning family is one in which each member is able to exchange opinions; affection, views and information. The member learns in the family to relate with ease to others and to accept himself. Family group consultation is a means of helping families to become effective as the members relate better to each other. Other approaches to family counseling do not meet this criterion because they emphasize division of the family or ignore the importance of actual family interaction. The specific course of family group consultation as it ranges from information gathering to commitment and interaction of group members on suggested changes in behavior patterns is described. The final session of a group is used for summarizing the consultation process after eight or twelve weeks of meetings. A research test in 1965 on this family counseling method did not show statistically significant changes occurring among the participants. There is other evidence that changes in family functioning do occur and that the method meets a distinct need of many families. Further evaluation of family group consultation is suggested. (NS)
Descriptors: *Behavior Patterns/ *Consultation Programs/ *Counseling Effectiveness/ *Family Counseling/ *Family Relationship/ Group Counseling/ Guides/ *Interpersonal Relationship

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ED124840 CG010628
Campus Environmental Assessment and Consultation.
Conyne, Robert K.
Apr 76 8p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This paper describes the campus environmental assessment and consultation program of the Illinois State University Student Counseling Center. The general model for this approach is outlined and its direction from the ecosystem model for campus design is discussed. The relationship between campus environmental assessment data and two system intervention functions, change advocacy and consultation, is highlighted, and described in some specificity. An example of both change advocacy and consultation is provided, along with diagrams of each process and of the general model. Finally, the project is discussed as a phase toward the development of an ecosystem model for the campus. (Author)
Descriptors: Change Agents/ *College Environment/ Colleges/ *Consultation Programs/ *Counseling Centers/ *Environmental Influences/ Guides/ Higher Education/ *Models/ *Systems Approach

ED102801 EC071643
Preventative Interventions for the Very Young: An Infant Consultation Service Interweaves Service, Training, and Research.
Reid, Helen; And Others
73 35p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (New York, New York, May 29-June 1, 1973)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Described is an infant consultation service which provides preventive psychiatric intervention to the families of young children, training of professionals and paraprofessionals, and a research component. Reviewed are clinic experiences leading to the program and the underlying theory which stresses integration of familial and individual development. Described are varieties of counseling services offered such as group meetings for parents, intensive guidance in the mother-child relationship, and group meetings for both parents and children. It is noted that volunteer professional social workers needed training in areas such as understanding of family interactions and dynamic processes. Also explained is the training program for paraprofessionals, most of whom were selected from parents who had successfully completed a therapeutic program. It is reported that the previous patients experienced emotional difficulties during the training program and were not utilized as paraprofessionals. Aspects of the research component are considered including followup interviews of clients. Program evaluation is given to indicate that the Infant Consultation Service has led to 52 percent of cases receiving additional services suggesting that the service provides early intervention which may well prevent more serious problems later. (DXHKM
Descriptors: *Consultation Programs/ Early Childhood/ *Emotionally Disturbed/ Exceptional Child Research/ Exceptional Child Services/ *Family Counseling/ Group Discussion/ Infancy/ *Inservice Education/ Nonprofessional Personnel/ Parent Child Relationship/ *Prevention/ *Psychiatric Services

ED094280 CG009013
The Differential Influence of Three Teacher Consultation Techniques on Feelings of Self and Peer Acceptance of Children.
Brown, Jeannette A.; MacDougall, Mary Ann
Apr 74 23p.; Paper presented at the American Personnel and Guidance Association Convention (New Orleans, Louisiana, April 1974)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The purpose of this study was to examine the productivity of three differing focuses for organizing teacher group consultation activities. These focuses were: (1) the curriculum, i.e., individualizing instructional materials; (2) personalizing classroom interactions; and (3) personalizing classroom interactions through classroom videotapings. The productivity of the teacher group consultations was measured by changes in the degree of likeability among the children, i.e., their Peer Acceptance scores. Significant gains were observed in the Peer Acceptance scores of those children whose teachers participated in group consultations focusing on personalizing classroom interactions both in the presence and the absence of classroom videotapings. Similar findings were not observed for those children whose teachers participated in group consultations focusing on individualizing instructional materials. The results of the study suggested that more benefits accrue to children when counselors provide teachers with opportunities to personalize their classroom interactions than when teachers have opportunities to individualize their instructional materials. The findings also indicated that elementary school counselors who provide systematically organized group consultations with teachers can make a positive impact on the learning environment of children. (Author/PC)
Descriptors: *Classroom Environment/ Consultants/ *Consultation Programs/ Counselor Functions/ *Elementary School Counseling/ *Group Discussion/ Learning/ Speeches/ *Teacher Improvement/ Teachers

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ED092838 CG008991
The Prescriptive Counselor in the Elementary School.
Rundberg, Carol Williams; Fredrickson, Ronald H.
73 13p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The Prescriptive Counselor Model, as proposed for the elementary school, focuses on changing specific student behaviors through a particular prescription of materials, activities, and suggestions for teachers, parents, and the child himself. The theoretical emphasis is on dealing with behaviors by observing, conferring, setting goals, developing prescriptions, providing materials, and following up on the success of the prescriptions. The goals of the model are to increase the ability of teachers and parents to work with students and to permit the services of the counselor to have greater effect with more students. The prescriptive counselor translates his concern and care through the concreteness and specifics of the prescriptive process. (Author/PC)
Descriptors: *Behavioral Counseling/ *Consultation Programs/ *Counseling Programs/ *Elementary School Counselors/ Elementary School Students/ Family School Relationship/ Inservice Programs/ *Models/ Speeches/ Student School Relationship
Identifiers: *Prescriptive Counselor Model

ED089428 EA006015
Implementing Change in School Districts: A Description of the Role, Training, and Field Impact of the RBS Field Consultant.
Clark, Carolyn
17 Apr 74 27p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 15-19, 1974)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This paper describes the role, training, and impact of the Research for Better Schools Field Consultants who operated in the network of school districts during 1972-73. The role model utilized was a modification of several interventionist/change models from the literature on change. Inasmuch as a change agent's role is to facilitate organizational change through assistance with problemsolving, decisionmaking, and decision implementation, the Field Consultant performed a linkage role between research and development and product users, providing training and technical assistance in product implementation and diffusion. The training of the Field Consultant was designed to develop competencies in establishing and maintaining working relationships with clients, training teachers and administrators, effectively diagnosing and prescribing for difficulties of implementation, and studying change related phenomena. The impact of the consultant role was measured by feedback from clients and by studies conducted on problems related to impelementation of innovations. A short list of references is included. (Author)
Descriptors: Change Agents/ *Consultants/ Counselor Role/ *Education/ *Educational Change/ *Professional Training/ *Role Perception/ *School Districts/ Speeches/ Training Objectives/ Training Techniques
Identifiers: Research for Better Schools

ED075654# VT020015
The Neighborhood Youth Corps Goes to Fiji: Job Training for Another Society's Disadvantaged Youth. Final Report.
Seldin, Joel R.
Mobilization for Youth, Inc., New York, N.Y. Experimental Manpower Lab.
Nov 72 37p.
Sponsoring Agency: Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No.: DLMA-82-36-71-07-16
Available from: National Technical Information Service, Springfield, Virginia 22151 (PB 213 864, MF $0.95, HC $3.00)
Document Not Available from EDRS.
The Director of Youth Employment programs at the Experimental Manpower Laboratory spent the 1970-71 program year as consultant to the vocational training program of the Young Women's Christian Association in Fiji. Her work tested the Neighborhood Youth Corps (NYC) model in a different environment. Analysis of the experience validates the need for such a special manpower service as NYC for youth not responsive to conventional education. It also verifies for all manpower programs the validity of relatedness to current labor market conditions. (Author)
Descriptors: *Consultation Programs/ *Developing Nations/ *Disadvantaged Youth/ Job Training/ Manpower Needs/ Manpower Utilization/ *Occupational Guidance/ *Vocational Counseling/ Youth Employment
Identifiers: Fiji/ *Neighborhood Youth Corps/ NYC

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ED074574# 80 EA004694
Basic Requirements for an Adequate Pupil Personnel Program.
Ferguson, John L.
Jun 68 7p.; Chapter Eight of EA 004 686
Available from: Not available separately; see EA 004 686
Document Not Available from EDRS.
This paper reflects the concern and thinking of a consultant group of counselor educators and State directors of guidance about the requirements for pupil personnel programs needed to accomplish their goals. In the panel deliberations, major areas of concern appeared to be the (1) basic philosophy, (2) assigned responsibility, (3) pupil personnel administrator, (4) operational unit, (5) differential pupil personnel service, (6) staffing ratios of operational units, (7) local and intermediate operational units, (8) program evaluation, (9) role of the State department of education, and (10) curricular opportunities. The presentation concludes by suggesting the need for a few pilot programs to be used as models for evaluating program effectiveness. (Author/JH)
Descriptors: Administrator Role/ Centralization/ *Consultants/ *Counseling Programs/ *Counselors/ Educational Philosophy/ *Guidance Programs/ *Guidelines/ State Departments of Education/ Student Teacher Ratio
Identifiers: Elementary Secondary Education Act Title V/ ESEA Title V/ Position Papers

ED070009 CG007637
A Role Change Strategy: Decentralized Counseling.
Sweet, Gilbert A.
72 16p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The debate over new counseling roles rages as some counselors are already adopting them. This paper describes alternative counseling-consulting interventions possible with teachers. It suggests a strategy for speeding the process of role change and encouraging counselor-teacher interaction. The strategy is that of decentralizing counseling offices into close proximity to teacher offices. The advantages and disadvantages are described. Among the issues central to success of this strategy is that of training. The difficulties involved in having counselors acquire new skills is discussed. A solution offered to the retraining of counselors already in the field and renewal of skills for others is the vast number of institutes being offered by growth centers around the country. The hope is expressed that in the future counselors will pick and choose skill training from the varied sources discussed in the paper. (Author/BW)
Descriptors: *Consultation Programs/ Counseling/ Counseling Instructional Programs/ *Counselor Functions/ Counselor Performance/ *Counselor Role/ *Counselor Training/ Decentralization/ Training

ED067564 CG007363
Consulting for Improved Self Perceptions of Elementary School Children.
Brown, Jeannette A.; MacDougall, Mary Ann
Mar 72 26p.; Paper presented at the American Personnel and Guidance Association Convention, March 25-30, 1972, Chicago, Illinois
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This paper investigated the consulting role of the elementary school counselor. A six-week training program was instituted which allows teachers to examine their own classroom behaviors through observing and analyzing video-tapes. An evaluation of the program impact on the pupil population indicated significant and positive mean gains in self perceptions. In addition, an examination of the relationships of teacher perceptions of pupils to six pupil characteristics (socio-economic status, sex, race, peer acceptance, intelligence, perceptions of self) suggested: (1) Teachers are influenced by the socio-economic status of the child; (2) a teacher's style of interaction teaches children how to perceive their classmates; (3) teachers are not generally influenced by a child's race or sex; and (4) teachers and pupils tend to agree on perceptions of school work tasks, but no such congruence was observed for social skill tasks. (Author/WS)
Descriptors: Consultants/ *Consultation Programs/ *Counseling Services/ Counselor Functions/ Counselor Role/ *Elementary School Counselors/ *Student Teacher Relationship/ Teacher Attitudes/ *Teacher Behavior/ Teaching Experience

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ED057385 CG006762
The Counsellor as Consultant in the Development of the Teacher-Advisor Concept in Guidance.
Simons, Hal; Davies, Don
Lazerte (M.E.) Composite High School, Edmonton (Alberta).
Jun 71 39p.; Presented at the Canadian Guidance and Counselling Association Convention (Toronto, Ontario, June 1971)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
In this article, the authors present and envisage the use of teachers, administrators, and community agencies in an overall guidance program for a particular school. Utilization of this innovation has been coined as the "teacher-advisor concept." The central consideration of this proposal is to view student orientation as the primary goal and subject orientation as the secondary goal (i.e., teachers must realize that the student as an individual is more important than "covering the course"). If a friendly and concerned (or interested) relationship can be developed between each student and one of his teachers (whom we label a "teacher-advisor"), then many of the student's concerns can be handled without directly involving a counsellor. Any situations which the teacher-advisor feels he cannot comfortably or adequately handle could then be referred to a counsellor. The mechanics of the teacher-advisor model (and some modifications of it) are discussed with particular emphasis on pitfalls to watch for, complications which may arise and the kinds of provisions necessary for flexibility and change. (Author)
Descriptors: Change Agents/ *Consultation Programs/ Counseling/ *Counselor Functions/ Counselor Performance/ *Educational Change/ *Guidance Services/ Interpersonal Relationship/ *Resource Teachers/ Teacher Role

ED056325 CG006697
On Becoming a Consultant.
Burke, Miriam G.
Michigan State Univ., East Lansing.
Apr 71 8p.; Paper presented at American Personnel and Guidance Association Annual Convention (20th, Atlantic City, N.J., April 4-8, 1971)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The author discursively shares her personal story in becoming a consultant, primarily to university-related care-givers. Consultation is defined as helping the consultee to maximize his potential in his work role by assisting him to more effective and efficient use of his own initiative, perception and resources. The author explains her innovative attempts to get a feeling for what a competent, effective consultant experiences. More than once, she mentions consultee resistance to real learning and insists that an accepting and trusting climate is crucial in consultative relationships. Being also a psychotherapist, the author elaborates on the subtle but important reorientations which her role as consultant demanded. She proposes, for the consultant, that professional knowledge be used selectively and specifically to deal with the consultee's expressed needs. (TL)
Descriptors: *Consultants/ *Consultation Programs/ Counselor Role/ Human Resources/ *Interprofessional Relationship/ *Professional Services/ Role Conflict/ *Role Perception

ED053398 CG006524
Technical Consultant Services to Innovate More Adequate Rehabilitation Services to Clients with Catastrophic Disabilities. Rehabilitation Research Report. Final Survey, August 11, 1966 to June 30, 1969.
Garris, A. G.; Koonce, K. D.
California State Dept. of Rehabilitation, Sacramento.
Jul 70 69p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
A special project which provided technical consultation and training for counselors specializing in rehabilitation of the severely disabled is described. A systems approach, utilizing mechanical assistive devices and other mechanical aids and adaptive techniques, enabled many of these clients to become more self-reliant and independent. Included in the report are: (1) a discussion and samples of the instructional aids which teach the counselors to gather and use information available from the client during counseling; and (2) 6 self-instructional articles which concern specific counseling techniques. These latter are reproduced in the appendix. A series of 8 brief case examples provide clarification of the program's approach. (TL)
Descriptors: *Autoinstructional Aids/ Consultants/ *Consultation Programs/ *Counseling Effectiveness/ Instructional Materials/ *Physically Handicapped/ Rehabilitation/ *Rehabilitation Counseling/ Rehabilitation Programs

DIALOG File1: ERIC 66-78/NOV (Item 140 of 145) User1210 7feb79

ED049483 CG006290
Elementary School Group Counseling by Mental Health Consultants.
Cline, Brenda B.; And Others
Bexar County Community Guidance Center, San Antonio, Tex.; Wilford Hall USAF Medical Center, Lackland AFB, Tex.
69 20p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The effectiveness of an elementary school group counseling program that was conducted in the school setting by consultants from a community mental health agency was investigated. Subjects for the experimental group were twelve elementary school students who evidenced significant school-related problems, but seemed to have more potential for learning either socially or academically than they had exhibited. Three mental health specialists led one and one half-hour meetings, which were held weekly as part of the school curriculum. Academic and attitudinal school grades were used as the criterion for evaluation. An analysis of variance of the grades indicated a significant positive increase at the .05 level in the mean Grade Point Averages of the participating students. (Author)
Descriptors: Academic Achievement/ *Consultants/ Counseling/ *Elementary School Counseling/ Elementary School Students/ Evaluation/ *Group Counseling/ *Interpersonal Problems/ Mental Health Programs
Identifiers: Leadership Laboratory

ED041299 CG005440
Guidance Consultant: Questions and Directions.
Northrop, James C.
American Personnel and Guidance Association, Washington, D.C.
Mar 70 9p.; Paper presented at the American Personnel and Guidance Association Convention in New Orleans, Louisiana, March 22-26, 1970
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The new emerging role of the consultant to counselors is considered. The consultant will function in a helping relationship with a colleague in counseling and related pupil personnel services with emphasis upon counseling and guidance services. Indicated are several needs for this professional: (1) the need to support the counselor in achieving professional identity; (2) continued support of new developments in the field; and (3) the need for support in a crisis situation which would enable the counselor to function more capably in future crises. Specific needs of counselors are considered to develop the service of a consultant. Also discussed is the problem of how the consultant enters and is incorporated into a school system. Suggestions are made on how to inform the consultant of the existing system and what steps should be taken to use him most effectively. Described are some different types of consultation situations and the consultation process. Also discussed are cautions in consultations, followup of the consultations and implications for directions in the acceptance of the consultant. (Author/MC)
Descriptors: *Consultants/ *Consultation Programs/ Counseling Effectiveness/ Counseling Goals/ Counseling Programs/ *Counselor Functions/ Guidance/ Guidance Personnel/ *Professional Services/ *Pupil Personnel Services

ED032554 CG004280
Counseling Elementary School Students: Techniques and Proposals.
Thompson, Charles L.
American Personnel and Guidance Association, Washington, D.C.
Mar 69 13p.; Paper presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30--April 3, 1969.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Many counselors feel they are inadequately trained to work effectively with the analysis and remediation of pupil learning and behavior problems. Therefore, the present study was aimed at three tasks: (1) identification of pupil learning, behavior, and adjustment problems for which teachers feel they need new remedial strategies; (2) the presentation of a rationale for utilizing behavior change strategies; and (3) testing of three strategies for working with representative teacher identified problems. Through a questionnaire, pupil problems were identified and categorized into three basic categories: (1) misbehavior, (2) learning, and (3) personal-social. Strategies for working with representative sample problems were developed from research and theory. Change in behavior will most likely occur when the distance between what the child wants and what he has is greatest. Steps are given for the counselor to follow in consulting with teachers. Strategies for treatment are presented in three case studies. The remediation techniques employed in the cases were designed to extinguish "undesirable" behaviors and replace them with productive modes of functioning. (KJ/Author)
Descriptors: *Behavior/ Behavioral Counseling/ *Consultants/ Counseling/ *Elementary School Counselors/ *Elementary School Students/ Student Behavior/ *Student Problems

ED029330 CG003953
The Place of Counseling in the Elementary School Guidance Program.
Liddle, Gordon P.
National Catholic Educational Association, Washington, D.C.
21 Jun 67 7p.; Address given at the National Catholic Educational Association, Georgetown University, Washington, D.C., June 21, 1967
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Skills needed by the elementary school pupil personnel worker may be divided into the following areas: (1) counseling, (2) consultation, and (3) coordination. The counseling role can be of value not only to children, but also parents and teachers. Consultation is the process used to help teachers and administrators become better diagnosticians of children's learning and the ways in which their own behaviors affect the facilitation of this learning. While counseling concentrates upon feelings, consultation concentrates on ideas, both the teacher's and the consultant's. Coordination is the process of relating into a meaningful pattern all efforts for helping a child. The counselor, working closely with teachers, parents, and the community, seeks to eliminate duplication of effort and to insure follow-through on decisions. Remedial counseling with individual children will cease to be the primary role, except as listening to children enhances understanding. (KP)
Descriptors: Child Development Specialists/ *Consultants/ *Coordinators/ Counseling Services/ *Counselor Functions/ Counselor Role/ *Elementary School Counseling/ *Elementary School Counselors/ Elementary School Guidance/ Speeches

ED023130 CG003099
The Case for Consultation.
McGehearty, Loyce
Corpus Christi Univ., Tex.
8p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The evolution of new practices designed to extend professional mental health services to a wider group rather than limiting the helping professions to a traditional one-to-one relationship has led to the use of consultation with other caretaking persons. This technique is discussed and its relationship to counseling, particularly in the elementary schools, is explored. The practices evolved during the Interprofessional Relations Commission on Pupil Personnel Services project at the University of Texas and a National Defense Education Act institute are described. (AUTHOR)
Descriptors: *Consultation Programs/ *Elementary School Counseling/ *Mental Health

ED016920# AC001999
THE ROLE OF THE GUIDANCE COORDINATOR AS CONSULTANT IN THE IN-SERVICE EDUCATION OF TEACHERS IN ALABAMA (ED.D. THESIS).
WARNER, JOSEPHINE F.R.
Columbia Univ., New York, N.Y.
63
DOCUMENT NOT AVAILABLE FROM EDRS.
WAYS IN WHICH GUIDANCE COUNSELORS CAN HELP TEACHERS DEVELOP ABILITY IN GUIDANCE WERE ASSESSED IN THIS STUDY, PRIMARILY BASED ON DATA COLLECTED DURING 1957-58, WITH RECENT PERTINENT DATA ADDED. DESCRIPTIONS AND EVALUATIONS WERE MADE OF SUCH IN SERVICE EDUCATION METHODS AS STAFF MEETINGS, CONFERENCES, PROFESSIONAL READING AND ASSOCIATIONS, TEAM TEACHING, WORK EXPERIENCES, AND TRAVEL, AND FOR LECTURES, FILMS AND FILM DISCUSSIONS, DEMONSTRATIONS, TELEVISION, CASE STUDIES, CRITICAL INCIDENTS, AND MANUALS. TAPE-RECORDED INTERVIEWS, MADE WITH OVER 100 ALABAMA ADMINISTRATORS, SUPERVISORS, GUIDANCE WORKERS, AND CLASSROOM TEACHERS, INDICATED SEVERAL CHANGES NEEDED IN ALABAMA SCHOOLS. ACTIVITIES APPROPRIATE FOR GUIDANCE COORDINATORS IN IN SERVICE TEACHER EDUCATION INCLUDE ASSISTING WITH A CHILD'S PROBLEMS, CREATING AND MAINTAINING SERVICES IN WHICH TEACHERS ARE CO-WORKERS, PROVIDING OPPORTUNITIES FOR CONFERENCES AND CASUAL CONTACTS, PARTICIPATING IN CURRICULUM AND ADMINISTRATIVE PLANNING, EVALUATING GUIDANCE SERVICES AND FACILITIES, AND KEEPING INFORMED OF AVENUES OF IN SERVICE GROWTH. THIS DOCUMENT, ORDER NO. 64-1509, IS AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICH. MICROFILM $3.85, XEROGRAPHY $13.50. 297 PAGES. (AUTHOR/AJ)
Descriptors: Case Studies (Education)/ Conferences/ *Consultants/ *Counselor Role/ Doctoral Theses/ *Educational Methods/ Elementary Schools/ *Evaluation/ Films/ Guidance Personnel/ Guidance Services/ *Inservice Teacher Education/ Interviews/ Lecture/ Manuals/ Professional Associations/ Secondary Schools/ Team Teaching/ Television/ Work Experience
Identifiers: ALABAMA

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